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Hector Chevigny

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SEPTEMBER JOURNAL OF SOCIAL WORK 1944

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Columbia's STANDARD social work texts

Here is a list of books which have been advertised time and again in *Survey Midmonthly*. Once more we list them as a reminder that they are standard texts for the social worker, an integral part of your professional library, books which you will use throughout the years.

Theory and Practice of Social Case Work
By Gordon Hamilton — $3.00

Social Case Recording
By Gordon Hamilton — $2.50

Readings in Social Case Work, 1920-1938
Edited by Fern Lowry — $3.50

Concerning Juvenile Delinquency
By Henry W. Thurston — $2.75

NEWS of recent and forthcoming books

Two books representing chronological extremes—THE RIGHTS OF INFANTS by Margaret A. Ribble and NEW GOALS FOR OLD AGE edited by George Lawton—were published at about the same time and both sold so well that they had to be reprinted immediately. A condensation of Dr. Ribble's book was featured in the August *Ladies' Home Journal*.

Paul Wiers' ECONOMIC FACTORS IN MICHIGAN DELINQUENCY is a scholarly statistical work which will probably never win the attention of the general public. But social workers who want to get beyond the symptoms of juvenile delinquency to fundamental causes will do well to study it carefully.

Papers given at the National Conference of Social Work in Cleveland last May are now being edited for publication. The 71st PROCEEDINGS, thick and meaty as its predecessors, will be ready for distribution in December.

A new, up-to-date edition of the DIRECTORY OF SOCIAL AGENCIES OF THE CITY OF NEW YORK is under way. Watch for further particulars.

Columbia University Press

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So They Say

• The journey of a thousand miles begins with one pace.—LAO-TZE.

• There is nothing so intolerant as the intolerance of those who have fought their way to power.—RUTH TAYLOR, *of Charles Stelze, Inc.*

• A little historic observation will reveal very clearly that when a nation begins to decay the process starts with the adults, not with the youth.—DEAN SCHWEICKHARD, *in Minnesota Journal of Education.*

• The price of security is high. Danger lies in the easy-going assumption, not infrequent on both sides of the Atlantic, that peace can be made secure at a cheap rate by the drafting of a constitution.—*Editorial in The London Times.*

• It is not a great matter how long men refuse to believe the advent of peace: war is on its last legs; and a universal peace is as sure as is the prevalence of civilization over barbarism, of liberal governments over feudal forms. The question for us is only, How soon?—RALPH WALDO EMERSON.

• We will be blind indeed if we do not realize the fact that just as we train for war, so we must train for peace. We will be confirmed in our blindness if we consider rehabilitation in terms of returning servicemen alone; our whole people must learn again the ways of peace.—DR. C. C. BURLINGAME, *Psychiatrist.*

When pictures seem alive with movements free,
When ships like fishes swim beneath the sea,
When men, outstripping birds, shall soar the sky,
Then half the world deep-drenched in blood shall be.
Inscription on a 500 Year Old Tombstone at Churchampsie, England.

• In order to achieve democracy we must sacrifice our hates.—A SOUTH AMERICAN TO JANE HOEY, *Social Security Board.*

• The best thing in the world, badly timed or in the wrong place will become harmful.—CONSTANCIO C. VIGIL, *Latin American writer and educator.*

• If we can destroy tyrants who would enslave the world, we can destroy blight and slums that would shackle a people.—PHILIP M. KLUTZNICK, *commissioner, Federal Public Housing Agency.*

• Only a peace between equals can last; only a peace the very principle of which is equality and a common participation in a common benefit. The right state of mind, the right feeling between nations, is as necessary for a lasting peace as is the just settlement of questions of territory or of racial and national allegiance.—WOODROW WILSON.

• Man shows his character best by trifles. —SCHOPENHAUER.

• Emergency action taken today may bind and frustrate all our tomorrows.—CHARLOTTE E. WHITTON, *formerly executive director, The Canadian Welfare Council.*

• Legal opinions seem subject to the same natural law that affects currency: inflation of the volume decreases the value of each unit.—ROBERT J. JACKSON, *Associate Justice of the U. S. Supreme Court.*

• The state is always a means, never an end, and it governs best when it fosters in the citizen the ability to govern himself.—*From "Better Men for Better Things," issued by the Commission on American Citizenship of The Catholic University.*

• The mores may vary widely from country to country, but the moral law is the same everywhere. Human beings are different, but they are identical in their humanity. Their identical humanity is the foundation of any desirable world civilization.—ROBERT M. HUTCHINS *in Fortune.*

• No human precaution can protect a nation from the sacrifices which war levies upon future talent—the undiscovered scientists, the gifted minds, the intellectual and spiritual leaders upon whom each generation must build the hope and promise of the generation to come.—RAYMOND B. FOSDICK, *in Scientific Monthly.*

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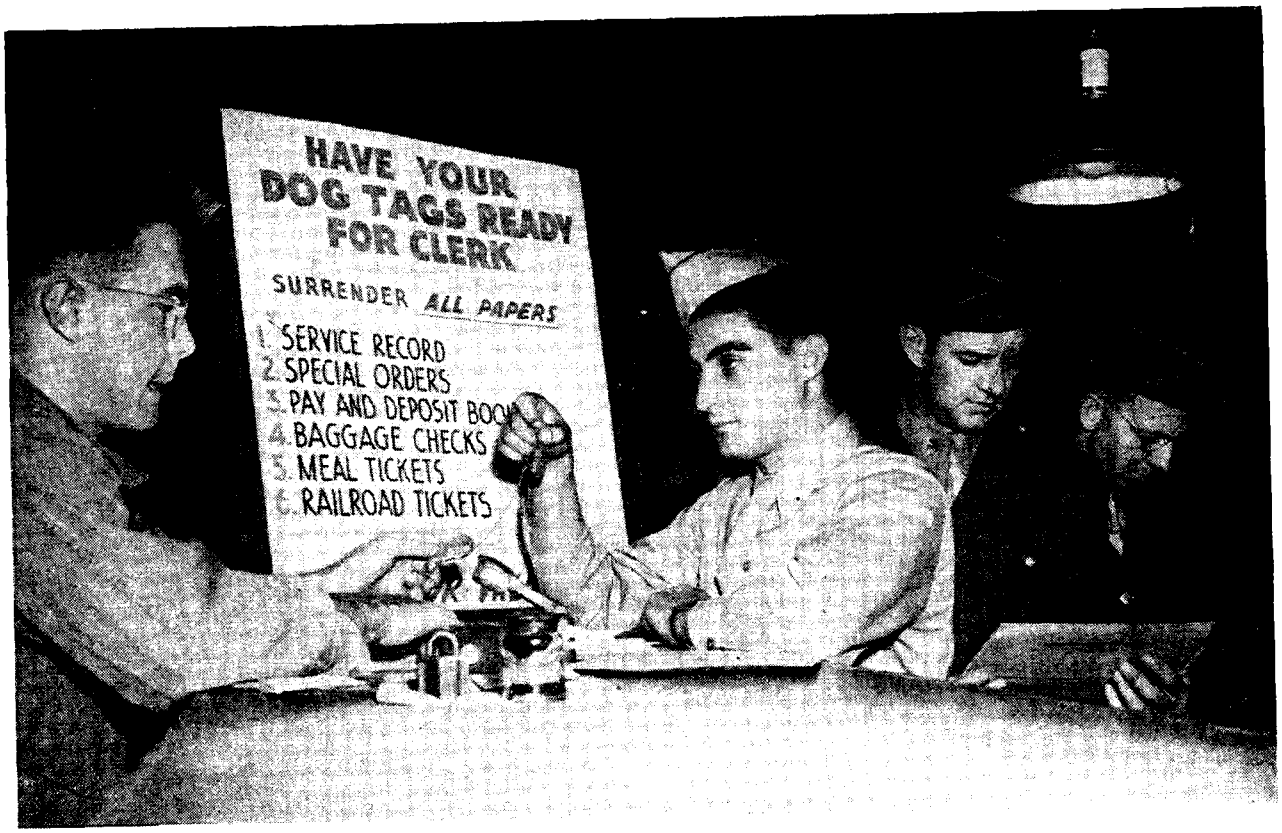
Press Association photos

Army men being mustered out at Fort Dix, N. J., enroute to physical examinations, checking in of equipment, and pre-discharge interviews



Soldiers about to become civilians turn in their dog tags and records at the Fort Dix separation center

HEADING FOR HOME

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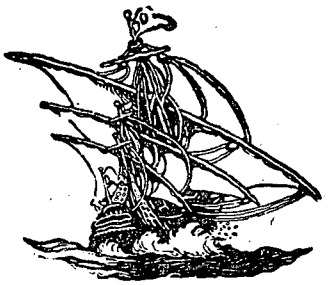

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New Rights for Veterans

The administrator of veterans affairs explains what the so-called G. I. Bill of Rights, now a law, means to the veterans of this war.

BRIG. GEN. FRANK T. HINES

THE Baruch-Hancock report, released early this year, was welcomed by the public as the highway to reconversion, pointing the way to avoid postwar depression. Already the recommendations in that report, dealing with the human problems of demobilization, have been implemented in part by the enactment of the Servicemen's Readjustment Act of 1944, popularly called the G. I. Bill of Rights (Public Law No. 346, 78th Congress, approved June 22, 1944). The law consists of a comprehensive program for the readjustment of men and women returning from the armed forces to civilian life. Its several provisions, offering them methods of rehabilitation and security, may form a bulwark against the impacts bound to come in the shift from war to peace.

This law establishes benefits for any person who served in the armed forces for a period of at least ninety days, unless discharged sooner for a disability incurred in service in line of duty. Part of the military service must have occurred during the period beginning September 16, 1940, and ending with the termination of the war.

Its principal purposes are to provide World War II veterans with: educational aid; a guarantee of loans for the purchase or construction of homes, farms and business property, stock, machinery, and the like; and readjustment allowances during periods of unemployment. In addition, provisions of an administrative character are included in the new law to clarify already existing laws affecting veterans. Other provisions insure efficient methods of demobilization with protection of veterans' rights; authorize representatives of veterans' organizations and of the Veterans Administration to function in military and naval installations on shore, so that adequate advice might be available to veterans; establish machinery for review of discharges, except those resulting from sentence of general court martial; clarify provisions relating to various types of discharges in connection with veterans' benefits.

Title I.—Hospitalization

One of the most valuable benefits long available to veterans is the privilege of hospitalization in modern, scientific institutions where the highest type of medical care is afforded. Hospitalization and domiciliary care are extended to veterans of all wars, priority being given to those suffering with disabilities of service origin. The same benefits are also available to veterans of the Regular Establishment if discharged for a disability incurred in line of duty, or if in receipt of a pension for a service disability.

To insure expansion of the program to meet new needs, the G. I. Bill of Rights specifies that adequate hospital facilities shall be available to veterans suffering from non-service disabilities or diseases, as well as to those needing treatment for disabilities or diseases incurred in service. The law authorizes an appropriation of $500,000,000 for the construction of additional facilities. In line with this provision, the Veterans Administration recently proposed that the Federal Board of Hospitalization recommend to President Roosevelt, building projects to provide 16,000 additional beds in twenty different states. Following the cessation of hostilities, the bed capacity of the Veterans Administration will be augmented by facilities made available by transfer from the army and navy.

At the time of the attack on Pearl Harbor there were 61,845 beds available in Veterans Administration hospitals with about 4,200,000 veterans entitled to admission to these facilities. Already authorized new projects, plus current recommendations before the Federal Board of Hospitalization, will bring the total of hospital beds for veterans to 111,000. These will be augmented by some 13,000 domiciliary beds. The potential load of persons entitled to care in these facilities will be expanded by some 12,000,000 World War II veterans.

Other provisions of this title of the law relate, in general, to matters of an administrative character.

Title II.—Education

Under a law enacted March 24, 1943, designated as Public Law No. 16, 78th

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Congress, provision was made for the vocational rehabilitation of persons who may be disabled during the present war. [See "Rehabilitating the War Injured," by Henry Redkey, *Survey Midmonthly*, May 1943.] The G. I. Bill of Rights offers an opportunity for education, training, or refresher or retraining courses to all returning veterans of World War II who have fulfilled the minimum period of service required for eligibility to the act's benefits. These opportunities are embodied in the following provisions:

1. Every veteran is entitled to education or training for a period of one year, or the equivalent thereof, in continuous or part time study at any school or institution of his choice; in any subject for which he is fitted.

2. In order to be entitled to education or training beyond one year, a veteran must show that his education or training was impeded, delayed, or interrupted by the war. A person over twenty-five years of age at the time he entered the service must submit satisfactory evidence to the effect that his education was interfered with by the war. Whether a veteran is eligible for additional education or training beyond one year, and not to exceed three years, is to be determined on his length of military service and his progress in the course pursued.

3. The government will pay all tuition and other fees, cost of books, supplies, equipment, and other necessary expenses not to exceed a maximum of $500 per school year.

4. The veteran is entitled to a subsistence allowance while pursuing education or training, amounting to $50 per month if he has no dependents, or $75 per month if he has a dependent or dependents.

5. A veteran may attend a course of education or training part time, receiving subsistence allowance or no allowance, but with payment of tuition and other expenses.

6. The veteran has the right to have released to him the books and equipment furnished, if he satisfactorily completes his course of education or training.

The Veterans Administration, through facilities established throughout the nation, will help veterans obtain these rights. An eligible veteran may choose any approved educational or training institution that will accept or retain him as a student or trainee in any field or branch of knowledge he elects and for which the institution finds him qualified. He may make application at the institution or at a local office of the Veterans Administration. The latter will provide for educational and vocational guidance to those veterans who desire such assistance.

When a person attending a course of study or training under the G. I. Bill of Rights is receiving compensation for productive labor performed as a part of his apprenticeship, he can still receive a partial subsistence or dependency allowance, the amount to be determined by the Administrator of Veterans Affairs. No payments may be made to institutions, business, or other establishments furnishing apprentice training on the job.

Following World War I, vocational rehabilitation was made available to those veterans who suffered a disability during war service, but only 179,519 veterans entered training, and of these a total of 128,747 satisfactorily completed the courses prescribed.

Though then, as now, many men of high school and college age had been called from classrooms into service, no provision had been made for continuing education while under the jurisdiction of the armed forces. Today, however, all the major colleges throughout the United States have had accelerated courses of training prescribed by the army and navy to train leaders for the specializations demanded by the armed forces.

Furthermore, there are available to men in camps and at battle stations throughout the world, libraries, group study courses, and Army Institute correspondence courses covering approximately 300 courses of study. The incentive to take advantage of these opportunities often comes from the observation that persons qualified by training and education receive commissions of responsibility and rapid promotion. These stimulating factors may lead many persons now in the armed forces to avail themselves of educational opportunities following discharge.

After passage of the G. I. Bill of Rights, applications for its educational benefits were processed immediately by the Veterans Administration. The expenses of one student who had already enrolled in an educational institution were assumed under this law on the day following its enactment. Within three weeks more than 1,000 applications for educational benefits were received.

Educational institutions are meeting this challenge by making extensive plans for adapting methods and curricula to the contemplated needs of returning veterans. Some institutions have arranged for veterans to enter classes at the first of any month, and at least one large metropolitan university has developed a program by which veterans may be admitted at the beginning of each week. As time will be an important factor to the men who have been away so long from the classroom or jobs, accelerated courses and courses on a part time basis while employed will probably be popular, particularly to older men. Others will wish to secure the cultural phases of a liberal education which were omitted from accelerated wartime courses.

Title III.—Loans

From the vantage point of a foxhole or a sultry jungle, many a "G.I. Joe" envisions the day when he can "be his own boss," own his home, have a family and job. Perhaps a majority feel that liberty and pursuit of happiness will have been attained in large measure by owning a farm or a small independent business.

Though the new law does not provide for the granting of loans by the Veterans Administration, it authorizes the Administrator of Veterans Affairs to guarantee, under certain conditions, loans for the purchase of homes, farms, and business property, repairs, additions, stock, machinery, equipment, and the like. The aggregate amount guaranteed for each veteran cannot exceed $2,000. The first year's interest on such loans is to be paid by the government.

The Veterans Administration is exploring possibilities for utilizing established loan agencies to the maximum in relation to this program. Regulations now being drafted will facilitate the part to be played by lending agencies and put all of them on an equal footing, insofar as possible. The regulations will assure that no veteran, properly entitled to help on a reasonable basis under the loan provisions, fails to get such aid.

The law itself includes certain safeguards designed to give stability to the loans and to protect the veterans against exploitation. Among them is a provision that the guaranty on a loan under this title be subject to a determination that the loan applied for appears practicable.

In regard to loans made for the purchase or construction of a home, the law stipulates that the cost shall bear a proper relation to the veteran's present and anticipated income and expenses, and that it does not exceed the reasonable normal value of the property or construction involved.

The terms relating to loans for purchasing farms and farm equipment require that such property is to be used in bona fide farming operations conducted by the veteran; that the farm equipment will be useful in and reasonably necessary for such operations; that the ability and experience of the veteran and the nature of the proposed farming make it reasonable to suppose that the venture will be successful. Again the purchase must not exceed reasonable normal value as determined by proper appraisal.

In connection with these provisions the Department of Agriculture has issued a series of pamphlets for the enlightenment of persons who contemplate selecting, fi-

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nancing, and operating a farm or obtaining loans for farm equipment or operation.

The Department of Commerce, by request from the War Department, is preparing a series of books which will be distributed by the War Department, on the problems of establishing and operating various kinds of business. Each book is devoted to basic considerations, such as capital requirements, location, cost, display, layout, credit policy of a specific business likely to attract veterans. They may be used as texts in courses which the army proposes to give soldiers before demobilization. Their subjects include metal working shops, sawmills, building contractors, painting contractors, hardware stores, service stations, grocery stores, drugstores, electrical appliance stores, shoe repair shops, auto repair shops, heating and plumbing establishments, real estate and insurance agencies, beauty parlors, bake shops, restaurants, dry cleaning establishments, laundries, apparel stores, and general merchandise stores.

Title IV.—Employment Service

The G. I. Bill of Rights has established a Veterans' Placement Service Board to determine all matters of policy relating to the administration of the veterans employment service of the U. S. Employment Service. The board is composed of the administrator of Veterans Affairs, who is the chairman; the director of National Selective Service; and the administrator of the Federal Security Agency, or whoever may have the responsibility of administering the functions of the U. S. Employment Service. While the law makes the administrator of Veterans Affairs responsible for veterans' employment, the function of serving veterans in this regard is retained in the U. S. Employment Service rather than being placed in the Veterans Administration. Plans and policies for veterans' employment will also comprehend the voluntary services of reemployment committeemen on local draft boards.

Title V.—Unemployment Allowances

A further bulwark against adversity is established under the G. I. Bill of Rights by the authorization of allowances of $20 per week for unemployed veterans. Eligibility is subject to the following conditions:

1. The week of unemployment must have begun after September 3, 1944, and have occurred not later than two years after discharge or release from active service or the termination of the war, whichever is later.

2. The veteran is not receiving a subsistence allowance for education or training.

3. The veteran resides in the United States; is completely unemployed — or partially employed, at wages less than $23 per week; is registered with and reporting to, a public employment office; is able to work and available for suitable work. However, no claimant will be considered ineligible in any period of continuous unemployment for failure to comply with these requirements if such failure is due to an illness or disability occurring after the beginning of the period.

4. Any veteran will be disqualified from receiving an allowance if he leaves

Wide World Photo

Brig. Gen. Frank T. Hines
Administrator of Veterans Affairs

suitable work voluntarily without good cause, or is suspended or discharged for misconduct; if he fails, without good cause, to apply for suitable work or to accept suitable work offered; if he fails, without good cause, to attend an available free training course; if he is participating in a strike or labor dispute causing a work stoppage. Added penalties apply to successive disqualifying offenses.

5. Up to a fifty-two-week limit, the length of time an allowance will continue is to be determined by allowing eight weeks of allowances for each of the first three months of service, and four weeks of allowances for each month or major fraction of a month of service thereafter.

6. The amount of the allowance will be reduced by any federal or state unemployment or disability compensation — other than pension, compensation or retired pay issued by the Veterans Administration—received by the veteran for the same period.

Any self-employed veteran is eligible for a readjustment allowance if his net earnings are less than $100 for the previous calendar month, the amount granted to be the difference between the net earnings and $100 per month; and if he complies with the conditions as to eligibility as otherwise provided.

Severe penalties are provided for fraud and misrepresentation in connection with claims for readjustment allowances.

No readjustment allowance may be paid for any week commencing more than five years after the termination of hostilities.

Problems relating to the administration of these readjustment allowances were considered by representatives of the Veterans Administration and state unemployment insurance agencies at conferences in Washington, D. C., within a few days after the enactment of the law. The objective of the conferences was to reach conclusions and to establish a zone of understanding that would permit the state agencies to administer this phase of the law under established procedure. An effort was made to give the state agencies the widest discretion consistent with the provisions of the law in planning methods for carrying them out.

Under present arrangements an unemployed veteran will present his discharge certificate to the state unemployment insurance agency and then make application for the allowance, as the forms on which he may enter his claim are in the control of the states.

The operating agreement which has been made by the Veterans Administration with the state agencies contemplates immediate action on all cases in which the veteran's discharge certificate shows the requisite period of service and an honorable discharge. If the discharge was other than honorable, or if the veteran has had less than ninety days of service but was discharged for a disability incurred in line of duty, there may be a short delay in securing from the regional office of the Veterans Administration a determination as to eligibility.

The terms of the law relating to the self-employed have never occurred in any other unemployment compensation law, state or federal. Therefore, the Veterans Administration, for the time being, will undertake to administer allowances for self-employed veterans without reference to state agencies, except perhaps as these are used for the filing of applications.

By reason of present employment conditions throughout the country, little interest has been shown thus far in the unemployment features of the G. I. Bill of Rights.

In signing the Servicemen's Readjustment Act last June, President Roosevelt remarked that it "gives emphatic notice to the men and women in our armed forces that the American people do not intend to let them down." Certainly the act is a challenge to the combined efforts of federal, state, and private agencies. Its operation should rouse the constructive interest of every American citizen.

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Problems of Homecoming

LOUIS L. BENNETT

The troubles bothering returned servicemen and ways of preparing for them, described by the director, Veterans' Service Center, New York.

A MILLION and a half men have been released from the armed forces since October 1940. The task of helping these men to readjust to civilian life has presented an opportunity as well as a challenge to those of us still on the home front. For only through firsthand knowledge of what the difficulties of readjustment are for these men can we anticipate the future problems of demobilization.

The accumulation of such knowledge is one of the primary objectives of the Veterans' Service Center in New York City, an agency set up under the auspices of the War Manpower Commission, Selective Service, Veterans Administration, and other groups, to provide individual service to veterans and to mobilize the community's rehabilitative resources in an integrated program. In the five months since its establishment, more than 15,000 veterans of this war have called at the center for information, help, and guidance.

While it is difficult and perhaps still too early to generalize about the kinds of problems bothering these men, it is possible to distinguish certain main currents of difficulty which have brought them to the center. Perhaps it is not too soon to assume that these are the currents which must be taken into account in our large scale future planning.

Family Difficulties

Among the frequently recurring problems brought to the center are those revolving around readjustment to members of the family. The men who come to us with family relationship problems fall into several general types:

1. The psychotic or emotionally disturbed veterans, whose families need to be helped to understand the problem and to approach the veterans as constructively as possible.

2. The physically wounded or crippled whose families, too, need to be helped to understand how best to receive them.

3. The youngster who becomes a "man" in service, and may be unable to conform to parental expectations or discipline on return.

4. The young man who has married while in service and has never really assumed the responsibilities of husband and father. (The young wife in this situation may be equally lacking in a sense of family responsibility, since there has been no opportunity to build on the usual foundation of mutual experiences.)

5. The man who has been away during his children's formative years and who may tend to be awkward or overcompensatory in taking up "fatherhood" and its authority on his return.

6. The young man who may have enlisted or have welcomed induction because of an unsatisfying home situation; he may be concerned about returning to this situation and ready for help in understanding and preparing for it.

Education and Jobs

Another important problem, and the one which appears most frequently, is the problem of educational and job adjustment. The men who come for educational advice include:

1. The young man who, having perhaps attended high school or college with no clear picture of its relationship to later occupation, now feels that education for its own sake is wasteful and is ready for more directed thinking and planning.

2. The man anxious to resume his interrupted education, provided it can be "hurried up."

3. The professional or artisan unsure of picking up his pre-service profession or craft because he "has been away from it so long."

4. The man interested in music, art, and other studies, not as a vocation but as a leisure-time activity.

5. The man interested in vocational training in fields offering assurance of postwar job security.

Discharged veterans seem more realistic about problems of occupation and adjustment than were young men of comparable age before the war. In our conversations with veterans we have found that:

1. Many show a disinclination to return to their old job, indicating that it was a rather "hit or miss" selection in the old days, and that now they feel they have an opportunity to make a choice. This attitude, however, is sometimes the result of unrealistic thinking, as the old job may have real stability or promise.

2. Many demonstrate a misconception regarding the high wages which presumably abound in war industry.

3. Many are interested in relating their military or naval training and experience to civilian occupations.

4. Some have occupational ambitions, usually in the direction of "glamour" occupations, which have no relationship to their training or experience.

5. A discrepancy between service rank and actual job experience brings the difficulty of adjusting to a lower status. On the other hand, some young men are returning from military life with newly discovered leadership qualities which fit them for levels of adjustment much higher than they enjoyed in civilian life.

6. Some men show a tendency to lean too heavily on job preference under veterans' legislation.

7. There are a large number of young men with no job experience who are in need of wise counseling and guidance.

Miscellaneous Problems

In addition to the demands for readjustment to families, making educational plans, and finding a job, numerous miscellaneous problems crop up to plague the returned serviceman. There is the problem of housing, which has caused considerable concern and some bitterness on the part of returning veterans who have been unable to find apartments for themselves and their families.

A number of veterans need business advice. Many of the discharged men who have come to us have indicated that they would like to invest their savings in small businesses and are in need of sound counseling of a non-commercial sort. These requests have become more numerous since the passage of the "G.I. Bill of Rights" with its provisions for loans to veterans. [See page 243.]

In addition, we have met frequent requests for farm advice and assistance in evaluating possible farm locations. The men realize need for, and should have, sound counseling in this area. Then, there are the veterans who request loans, having been presented with business or job possibilities requiring small investments.

Men with blue discharges (discharges without honor) present a serious problem. Workers in the psychiatric and case work field are becoming increasingly concerned about the effect of such discharges on men who, in most instances, are suffering from emotional disturbance and instability.

N.P. discharges (neuro-psychiatric discharges) also make adjustment difficult. Men who have these have an initial handicap which many of them find difficult to overcome. Not only is it hard for them to find employment, but their own feelings about the reason for discharge sometimes prove a serious handicap in readjustment to civilian life. Although the War Department recently discontinued the use of psychiatric terms in cases of men discharged for neuro-psychiatric disability and is refusing to furnish

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information to agencies or prospective employers, even on a waiver from the veteran, the veteran's problem on an individual level still remains large.

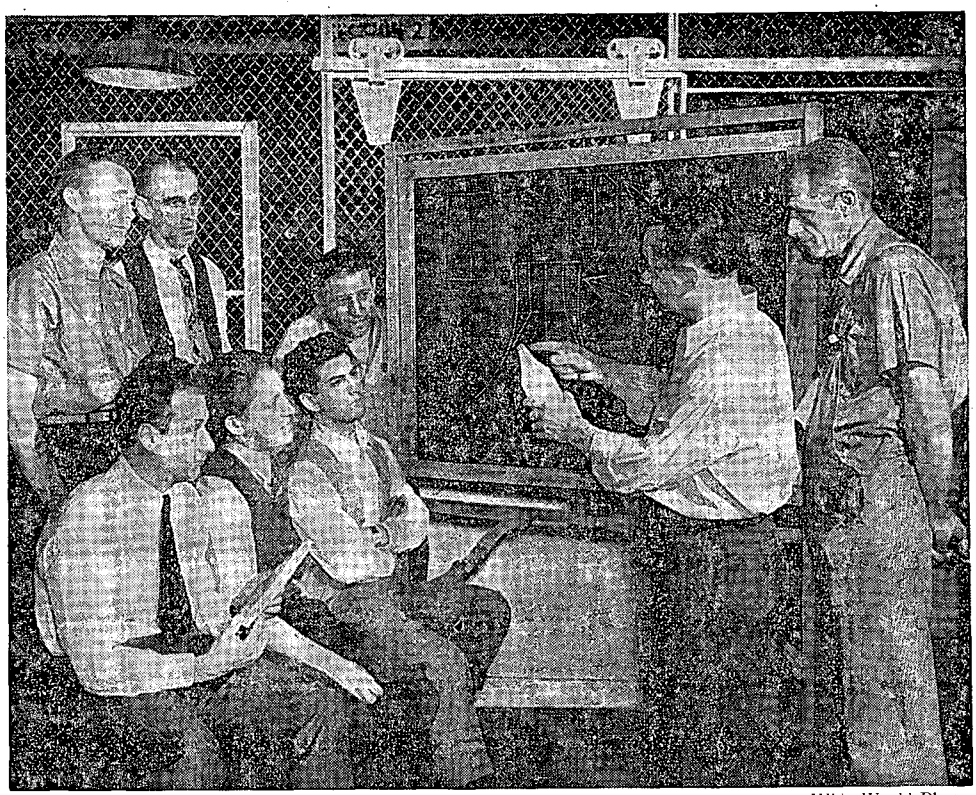
Role of the Army and Navy

It is likely that by the time this war is over, we shall have had an armed force of 14,000,000 to 15,000,000 men and women. While mass demobilization will not necessarily bring with it the same kinds of problems we are now seeing, nor will the proportion of veterans with these problems be as large, it would still be extremely difficult for any community to handle alone the load of returning veterans. Accordingly, those working with returned veterans have felt for some time that the armed forces must play a large and important role in helping ex-servicemen readjust to civilian life. With the army and navy doing their part, supplemented by community programs involving the cooperation of the veterans' service organizations, industry, labor and the health, welfare, and educational agencies, the reintegration into civilian life of returning veterans can be made easier. The problems being brought to veterans' service centers now indicate several areas in which the armed forces might pave the way for readjustment prior to discharge. Such pre-discharge services might include:

1. *Attempts at beginning the soldier's reorientation to civilian life.* By the use of group, as well as individual, conferences the men about to be discharged might be brought face to face with the changes which come with getting back into "civies"—psychological, social, economic.

The good soldier has made an adjustment to military life which has made it possible for him to live with a group not of his own choice, under a regimen of strict discipline and implicit and unquestioning obedience to order, an almost complete restriction of personal freedom, and little opportunity for initiative and planning on his own account. This is the complete antithesis of life in a society in which the dignity and freedom of the individual is of prime importance. It is important, therefore, for the man about to resume civilian status to begin to "unwind" and to prepare to face a life in which he must think, plan, and act for himself; provide his own initiative; obtain food, shelter, and clothing on his own; map out his goal in life and undertake the necessary steps to achieve it. The armed forces can make a valuable contribution to the whole readjustment process by pointing out these difficulties to the men about to be discharged.

Such reorientation can also be directed to what the veteran must expect on his return home, such as a change in family and community, as well as in himself. He must be helped to realize that if he has been away from his loved ones for long, he has idealized them and forgotten their petty faults, and that the things he has forgotten about them may prove to be irritants when he sees them. In other words, the army and navy should help the man to begin to think and feel like a civilian again.



Wide World Photo

An in-plant training school gives veterans a chance to earn while learning new skills

2. *The provision of authoritative information and possibly even actual service in relation to the rights, benefits, and laws pertaining to veterans.* Such information would cover employment privileges, educational opportunities, pensions, vocational rehabilitation, hospitalization, back pay, conversion of insurance.

3. *A complete medical and psychiatric examination, followed by careful interpretation to the prospective veteran of his condition, his capacities, his limitations; and his further treatment needs.* This is a need which we run up against frequently at the center and elsewhere. Not infrequently the man who has been hospitalized for months comes out of the army or navy with only a vague notion as to the real nature of his condition and its relationship to his future adjustment. It is easier to arrange for this service when the man is still in uniform and under orders. Moreover, there are not enough trained civilian doctors and psychiatrists to undertake this diagnostic evaluation in the home community.

4. *A greater awareness on the part of military and naval discharging officers of the psychological impact of physical illness, with particular concern to the damage to the personality inflicted by disfiguring battle wounds or amputations.*

5. *Extreme caution in the issuance of discharges without honor (blue discharges).* There is a need for recognition of the fact that "constitutional psychopaths," having been inducted or permitted to enlist in error, merit an honorable medical discharge in almost every instance. The emotional basis for conduct culminating in discharge from service should be weighed with other causative factors before issuing a "blue discharge."

6. *Provision in some instances of opportunity for a gradual return to the home setting.* Some individuals may adjust more easily if allowed first to visit their families so that the adjustment does not have to come all at once. The need for taking things slowly was exemplified recently by a man who was discharged from the coast guard after a lengthy period of hospitalization. He took a room at a "Y" because the family confusion and the day-by-day noises which his children made at play were more than he could stand. He explained that this was not a case of any fundamental disagreement; he loved his wife and family, but he was not ready to pick up the whole thing at this time. Similar reactions have come from men who are smothered by affection to the point where they become distraught.

7. *Consideration of the rehabilitation requirements of men who are on a higher intellectual, educational, and cultural level than the rank and file in service.* A man recently came to the center who had

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been in a hospital for eleven months, and during that time had found that the rehabilitation program offered little intellectual stimulation. It was primarily on a craft level, whereas he would have appreciated an opportunity for some directed reading or study with his professional interests in mind.

8. *Opportunity for servicemen not quite ready for discharge to discover vocational aptitudes and interests while still in the protected environment of the service.* This might involve vocational counseling, as well as counseling in connection with personal problems, possibly the use of facilities in a nearby vocational high school, where the serviceman might try his hand variously to discover the occupation for which he is best fitted. There might also be available the use of skilled placement consultants who could have direct contact with industry.

One important factor in this kind of thorough-going vocational guidance would be the serviceman's residence in a camp setting, where he would not have the problem of maintenance or housing. Another advantage would be the fact that his family would still be receiving allotments, he would still be on the military or naval payroll, and there would not be the pressure to take just any job in order to keep going. Such a service would involve a complete analysis and evaluation of vocational skills based on pre-service and service training, experience, aptitudes, interests, and the like.

9. *A pre-discharge contact with a resource in the home community to which the prospective veteran might go for continued service and guidance.* A referral to community veterans' service centers of men whose coming discharges are likely to be accompanied by problems would make possible constructive planning, and might even permit contact with civilian agencies or prospective employers before the discharge takes place. In such instances, the armed forces should consider making available to public or private rehabilitation agencies a complete profile on the veteran, covering medical, psychiatric and vocational evaluations. Such information, of course, would have to be appropriately safeguarded by the agency with due regard to its confidential nature.

Steps toward the provision of some of these suggested pre-discharge services have been taken recently by the army and navy with the experimental establishment of central demobilization points. At Fort Dix, N. J., an army separation classification center is in operation, while the navy has set up a civil readjustment center at Lido Receiving Barracks, N. Y. The army program, which has been under way for several months, is about to be expanded to provide for a central demobilization center in each Service Command within the continental limits of the United States. Similarly, the navy plans eventually to expand its program to provide for a central demobilization point in each Naval District within this country.

Similarly, under the Personnel Distribution Command of the army air forces, centers have been established at Atlantic City, N. J., Santa Monica, Calif., and Miami Beach, Fla., for the redistribution of air force personnel returned from overseas. These stations, as well as the convalescent centers and overseas replacement depots, are designed to "recondition" air force men for reassignment to their previous duties or for assignment to other tasks within the army air forces. When discharge is necessary the man concerned is given information and guidance to help make his adjustment to civilian life easier.

Such centers should go a long way in helping the ex-serviceman make his adjustment to civilian life.

The Community's Task

But no matter how well the military and naval forces pave the way for a return to civilian life, a large share of the readjustment process will still be a responsibility of the local community. There are at least six areas of need which must be met on the local level if men returning from military service are to find their way into civilian life with as few jolts as possible. They include:

1. A coordinated program of rehabilitative services for returning veterans, including the organization of a central planning committee with representation from appropriate federal, state and local public and private agencies and organizations.

2. A central informational and referral service, staffed by highly skilled, professionally trained interviewers, where available. Order No. 1 of the Retraining and Reemployment Administration, dated May 17, 1944, sets forth a national pattern for veterans information service centers and veterans service committees.

3. Provision of adequate treatment resources in the local community. Because the local community contains the veteran's friends, his family, his social and cultural interests and employment opportunities, it is important that the rehabilitative services he needs be located there rather than hundreds of miles away. There should be available to him in his home town or its vicinity: adequate psychiatric treatment facilities, with emphasis on evening clinics; hospital and out-patient medical facilities; vocational and educational counseling services; retraining and vocational rehabilitation services; convalescent care; family agencies; opportunity for finding employment, recreation and normal participation in the social, economic and political life of the community.

4. A public educational program designed to promote common understanding of the veteran, what he has gone through, how he has changed, what he expects and needs, particularly with respect to the psychiatrically disabled, the wounded, the maimed and the disfigured.

5. A similar educational program directed at employers, pointing out the adjustment which must take place on the job, indicating the employability of neuropsychiatric discharges, and encouraging the provision within the plant of a program which would make for maximum coordination of the plant's medical, personnel, counseling, and supervisory services. This program would also encourage employers to make job analyses for determining the kind of jobs which can be performed by veterans having various disabilities, and to provide for in-training and upgrading, seeking to utilize skills acquired by the veteran in service.

6. An attempt to "bridge the gap" between veterans and civilians. This means lessening the distinction between services provided for veterans as against resources available to demobilized war workers and other civilians. It would involve total planning, looking to the maximum employment of all employables—discharged servicemen and women and demobilized war workers — including the handicapped. Only within the framework of a total demobilization program can successful plans for readjustment of returning veterans be made.

The Time to Plan

A well-rounded-out program for veterans would, of course, have many aspects in addition to those I have mentioned. Some of these, for instance, might be a compensation system which does not place a premium on continuing disability; adequate social service planning prior to a man's discharge from an army, navy or veterans' hospital, particularly with respect to the family or relatives of men discharged as mentally incompetent; knowledge on the part of social workers, psychiatrists, doctors, counselors and others working with veterans of the whole body of legislation, rules and regulations regarding veterans and their rights, benefits, and privileges, and an attempt to gain understanding of the effect of military or naval service on men and women, and what this means in terms of case work, counseling, and other treatment processes.

By the time this war ends, more than one tenth of this country's population will have served in the armed forces. If we at home do not make adequate plans and provisions now for returning them easily to civilian life, we may one day find ourselves with millions of frustrated and embittered men and women in our midst.

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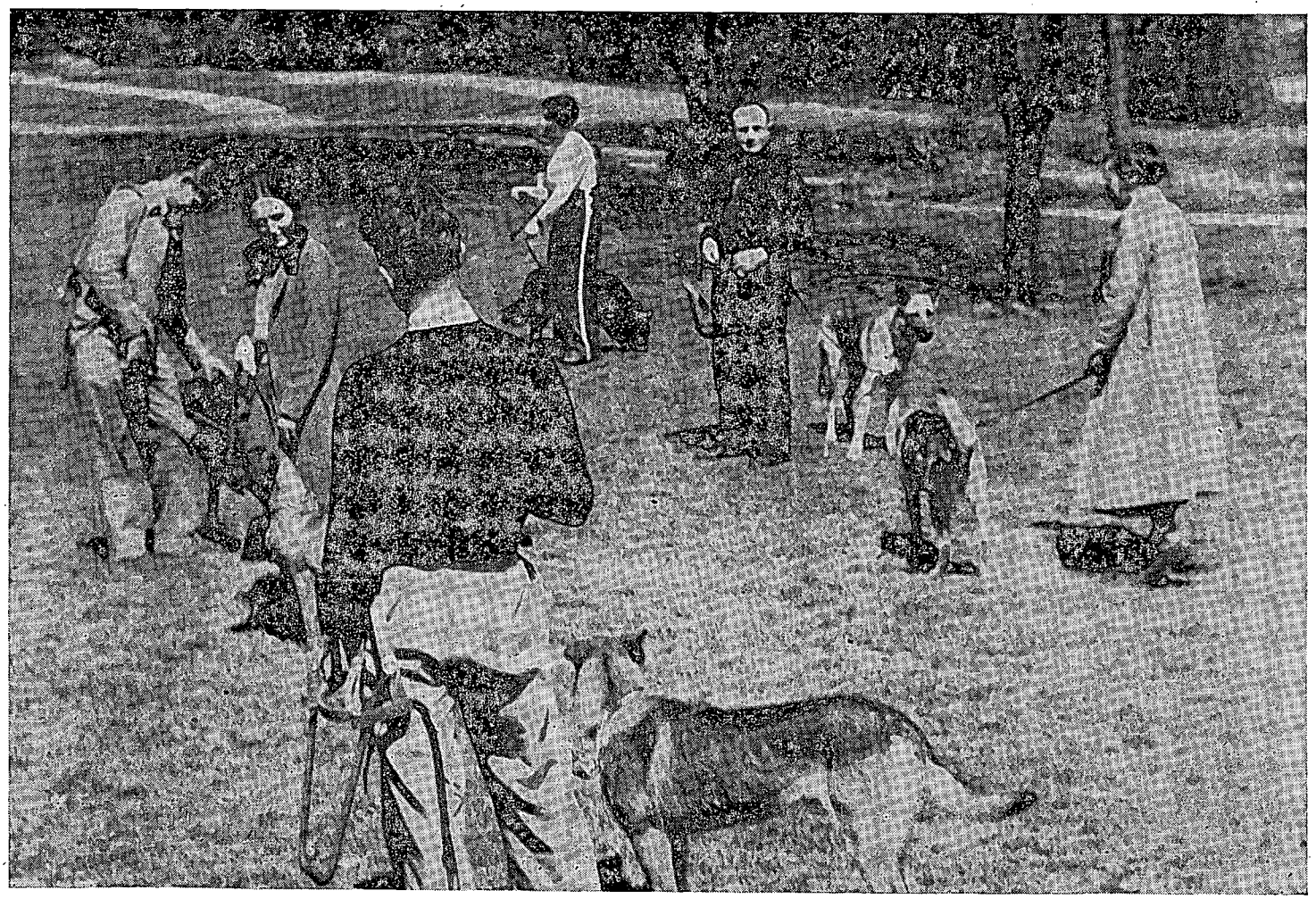

A group of blind students on the Seeing Eye grounds in Morristown, N. J., learn how to use their newly acquired dogs as guides

My New Eyes

HECTOR CHEVIGNY

How Seeing Eye, Inc., trained the author, a professional writer who had suddenly become blind, to use the sight of an intelligent dog.

I MET my eyes some weeks ago. We were formally introduced in the recreation room of the famous Seeing Eye establishment at Morristown, N. J., to which I had just come for the month of training in preparation for the use of a guide dog. The introduction on the part of my eyes was acknowledged by the kind of snort made only by a friendly, male boxer and the touch of a very cold and very broad nose. When told that his name was "Wizard," I said, not too cleverly, "I hope it fits."

Four months before, my vision had been as good as anyone's. Then suddenly my retinas, the plates in the camera of my eyes, began to detach from their proper position. The surgeons did their best, but soon I was totally and permanently blind.

I was more fortunate than most in my predicament; for fifteen years I had been a writer, a profession that does not depend absolutely on the possession of vision. I had lost neither my skill nor my knowledge. A good secretary could furnish the connection between these and the page. There remained the problem of mobility. The greatest burden of the blind is very often the complete dependence for movement upon the good will of others.

I, therefore, needed no urging to consider getting a guide dog. But it still seemed incredible that anyone would dare try crossing, say Lexington Avenue in New York City, at high noon with only a small animal to guide him.

I was familiar enough with the story of Seeing Eye in its beginnings, hardly two decades ago, at Fortunate Fields, the estate of Mrs. Dorothy Eustis in Switzerland, and in its sixteen years of existence in the United States. I was willing to grant that a dog was the nearest substitute for sight, but I reserved judgment until the day my dog and I would try that first crossing of Lexington Avenue.

Now, although Wizard has his off days when he would rather take a taxi or a bus than walk in the rain, and does not hesitate to let me know by some plain balking, as a usual thing he takes me wherever I want to go. I walk from my home to Fifth Avenue, crossing Lexington, Park, and Madison Avenues with as much safety as I ever did and twice as frequently. The fact that Wizard needs the exercise makes me get out more often than I used to. Special legislation in New York State permits us to go together on all transportation systems. The public is stubbornly of the opinion that I am going to get killed in the revolving doors and I always have to explain to someone that I am not.

We go to restaurants for lunch or dinner. When I am seated, Wizard obediently downs at my feet and stays

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there. Occasional head waiters are outraged at the very thought of a dog. At such times Wizard and I do not bother to explain that Seeing Eye has taken special pains to show us how to behave at table; we do not argue because other restaurants are glad to have us.

We attract a great deal of attention, but Wizard and I are a couple of hams and we love it. He weighs a little over sixty pounds, has a sort of brindle coat—they tell me—and a curiously black, wrinkled face. He has a habit of keeping his tongue lolled out and exposing his teeth in a way that quickly clears the path for us. His ferocious appearance belies his character, though. I have never heard him bark. He is susceptible to moods, and I have to be bright and cheerful with him or he gets worried about me. When *he* isn't cheerful I worry about *him,* so we are well matched.

They have an apt phrase at Seeing Eye: the dog does not belong to you, you belong to the dog. The dogs are not "trained" to work for the blind, they are persuaded. And all their professional lives as guide dogs thereafter, they have to be kept persuaded.

The Training Period

Snow lay on the ground the February day I enrolled with fifteen other blind from all parts of the United States. We were divided into two groups of eight, each with its instructor.

I was taken upstairs to the comfortable room I would share with another, told where to hang my clothes, where to find the bathroom, recreation room and the way to the dining hall. After that I was expected to find things for myself. If you lose a sock or a shoe you can ask someone to help you find it, but you must make your own search first. You butter your own bread, cut your own meat; if you complain that you have never done these things before, you are told it's about time you started.

No one can give a man independence; he must find it himself. This is part of the philosophy of Seeing Eye. Every important member of the staff has spent at least one month living the life of a blind person, his vision cut off by a close-fitting black mask, until he too knows what it is to be without sight. Sympathy is not excluded, but pity is.

We found this atmosphere curiously refreshing. The staff treated us as complete equals and it was a welcome relief after the condolences of relatives and friends. Visitors could see us for only two hours on Saturdays and Sundays; the inept touch of the public, which so often destroys self-confidence, has to be excluded. For Seeing Eye trains not only dogs, but people.

The sum total of bad bodily habits brought by individuals to Seeing Eye is often forbiddingly large. They are taught not merely how to walk in confidence with the dog, but to walk freely, rapidly and with grace and strength. The student's voice sometimes needs training, for it is the medium of communication between dog and master; habitual gruffness, too much variation of mood expressed in tone, must be corrected.

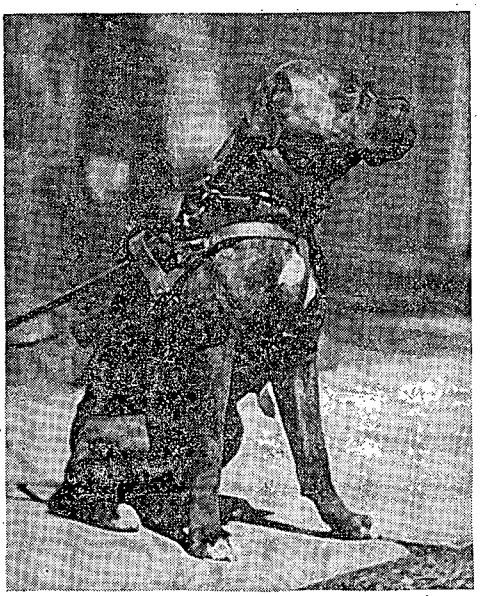
My first day as a student I spent attending lectures by the chief instructor, William Debetaz, who is the living link with the original work in Switzerland. The next day I met Wizard, and my seven classmates were assigned their own dogs. Four were German shepherds, two were Labrador retrievers, and I had one of two boxers.

We spent two days getting acquainted with our dogs. Our reactions varied with our temperaments and experience. Four of the students had never had dogs before and were unsure of themselves. The rest of us petted and praised our dogs extravagantly. Each man was sure he had the pick of the class.

Wizard and the other seven dogs had just gone through some three months' training with our instructor. He had learned to walk in the light harness with the U-shaped handle, pause at curbs, stop for passing automobiles, and pay no attention to lamp posts. He had also conceived a passionate adoration for the instructor.

On the fourth day when we first tried walking with our dogs in harness on the streets of Morristown, Wizard trotted beside me amiably, responding to the ten words used in command. But it soon became apparent that he was cooperating because ordered to do so by the instructor. It now dawned on me that I had to show this dog I was the more desirable master.

The instructor assured me that there would come a definite day when Wizard would show himself my dog. The instructor would recognize that moment because Wizard would no longer be doing by rote what he had been trained to do, but would be actively on guard for my safety, leading me around puddles, keeping me from hitting lamp posts and mail boxes. This rapport between student and dog usually takes about three weeks. Sometimes it never takes place, and then the student has failed.



A guide dog like the author's

Life was strenuous at Seeing Eye. We got up at 5:45 to take the dogs outdoors for curbing. The hearty breakfast served at seven was welcome. By eight we were on the streets practicing, our instructor taking us in pairs with our dogs. At lunch we always took our dogs to table with us as part of their training. They were supposed to lie perfectly still on command. But with sixteen dogs in one dining hall, sudden eruptions under the table were excitingly frequent. At one, we were back on the streets. Our day ended with the last visit of the dogs outdoors at eight.

With all those dogs tethered to our beds, things happened at night too. A couple of them had to be cured of barking every time anyone moved. The instructor got even less sleep than we did. There was always some student waking him with the news that the bed chain had broken and his dog was nowhere to be found, his dog was on the bed and would not let him get back into it, or another job of housebreaking had to be done.

A Dog's Intelligence

After spending a month at Seeing Eye, I can never subscribe to the belief that dogs do not think. If thought means the power to form judgments, harbor opinions, and retain memories, certain dogs do have it. Dogs can become aware of responsibility and reason with this awareness as a basis.

Pure blood, incidentally, is not one of Seeing Eye's norms; many a dog with a questionable grandfather makes the grade. Intelligence ranks high among the specifications. But, curiously, some dogs have altogether too much intelligence for Seeing Eye work. After a week or two training with the instructor, such a dog sometimes decides that this is too much like work and spends more time devising ways of getting out of his contract than of fulfilling it.

It has often been asked if Seeing Eye dogs actually realize their masters cannot see. The staff well knows that the dogs recognize the difference between the blind and the visioned. As they lie sprawled in the recreation room or dining hall, they do not change position when a sighted person steps close to them. But let a blind person approach and they pull

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their paws to safety or silently find another position.

When Wizard made the discovery that I could not see, his attitude at first changed from indifference to something worse. That meant he could play all kinds of tricks on me. He observed that I did not know when I was at the end of a street until I touched the curb. If he just succeeded in turning me ever so neatly at a corner before taking me to the curb, he could deflect me to the warmth of the bus station or toward the automobile in which we had come from the school, thus saving himself an hour's practice with me.

Wizard's tricks marked a crucial point in my own training. My classmates began having the same trouble, and we were disappointed and gloomy. The instructor knew what was happening, however. The time had come to administer discipline. Until then, we had not been allowed to use more than a mild, verbal reproof, although we were expected to give loud and extravagant praise when the dog did his job correctly. Now we were taught to give our words authority, by an expert tug on the leash. This was not punishment. Dogs are never punished; they are corrected. The correction must come instantly upon the realization by the master that the dog is doing something wrong; and when the dog resumes doing things the correct way, the praise must be unmistakable.

What makes the dog finally decide to assume full responsibility seems to be beyond human understanding. He will go to sleep under his master's bed at Seeing Eye one night without it and the next morning awaken with it. From that point on the master is safe. He can cross any street or proceed up the most crowded sidewalk with assurance. His period of training, except for a few technical pointers, is over. He is ready to go home.

Independence Regained

Graduation at Seeing Eye is as casual as was matriculation. There are no diplomas. We do go to the executive offices to arrange to pay our bill, a last manifestation of Seeing Eye's philosophy of sympathy without pity. Our dogs might as well be given to us for nothing, the discrepancy is so great between what they have cost and what we will pay. The cost is six or seven times what we will be charged. But we are not told that.

We are told the price to us: $150. The men who come for their second or third dogs pay $50. The cost to servicemen is $1. For persons for whom the price is hard to come by, credit is extended for months or even years.

As Seeing Eye, Inc., is a non-profit philanthropic agency, organized on a membership basis, the difference between the cost of its services and the tuition it charges is made up almost entirely through memberships and contributions. Though there is always a short waiting list, the agency manages to keep pace with the demands of blind men and women from every part of the country who are eligible for Seeing Eye dogs. Eligibility in this instance means coming between the ages of seventeen and fifty-five, with a few exceptions, and having an instinctive liking for dogs.

Wizard is now my dog, or rather I am Wizard's man, but I cannot say I am any hero to him. He insists upon regular mealtimes and when I stay overlong on visits, he does not hesitate to let me know that we should be going. When my temper flares, he just sits on his broad bottom until it blows over. For some unfathomable reason he loves bars and is not helping my reputation by occasionally turning into one without an order from me.

People still try to help us cross the street and we thank them politely. But I do not need their help any more. For Wizard has given me back the thing I value most—my independence.

Undergraduate Training

ANNE FENLASON

The chairman of the AASSW's committee on pre-professional training for social work, and faculty member of the University of Minnesota, tells of the committee's recommendations for undergraduate training.

WITH wartime pressures necessity has again become the mother of changes of permanent value. Forced to a reexamination of its program and policies by the continued pressure for trained personnel, the American Association of Schools of Social Work recently approved recommendations for fundamental changes in its plans of education for social work.

These recommendations, born of the crises of the depression and the war, are cumulative results rather than cataclysmic ones.

There has never been a surplus of social workers even before the depression and the war. To the contrary, there has always been a shortage of workers with full professional equipment. This fact was obscured when the shortage was in terms of hundreds, when applicants came unsought to agencies, and when students enrolled in schools of social work with little or no inducement.

The primary and continuing obligation of schools of social work is to provide an education which will enable its graduates to render competent social service. However, there now is the grave obligation of considering the extent to which they can aid in meeting the shortage of workers. They must anticipate in their planning an accelerated demand for trained workers which will come as an aftermath of the war when the demobilization of the armed forces, the conversion of war-born industries to peacetime production, the flow of students back to colleges and universities, and other reversals of present trends must be met with a minimum of social and personal disorganization. The challenge to the schools of social work is to meet these situations and still provide the kind of education which professional competence demands.

The failure thus far of the AASSW member schools to recruit enough students to meet existing demands, and the lowered standards in merit system and civil service, are factors in the increase in the number of schools outside of the membership of the association offering training on graduate and undergraduate levels.

In a recent study, Esther Lucile Brown has found that twenty-two such colleges and universities are offering curricula roughly comparable to that of the member schools; fourteen additional colleges and universities offer sequences in social work, mostly at an undergraduate level; at least eighteen institutions offer three or four undergraduate courses in social work, and at least ninety-four colleges or universities offer one or more undergraduate courses.

A Growing Trend

This analysis, which makes no pretense of being comprehensive or completely accurate, is important in that it calls our attention forcibly to what is a rapidly growing trend rather than a status. Another indication of the trend has been an organized movement of southwestern colleges to form a professional association of colleges interested in offering full training for social work on an undergraduate basis. More recently, a group of educators from the social science faculties of state supported institutions has formed the "National Association of Schools of Social Administration." The schools represented in this organization are primarily interested in preparation for social work on an undergraduate basis.

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The idea of undergraduate education is not new. Up to 1937, it was a recognized plan of professional education for social work. In that year, however, a change was made which limited professional education to the graduate years. But even then it was not assumed that the forty-two graduate schools of social work could ever either recruit or provide trained personnel in sufficient numbers to staff agencies adequately.

It cannot be emphasized too strongly that there is no substitute for a qualified personnel, which the graduates from schools of social work represent. Nevertheless, the failure to recruit sufficient students for such training results in disillusionment to agencies and communities which have reached a point of demanding competent workers. Every time a rural community or an urban agency is forced to employ a worker with less equipment than the job demands, professional and educational standards are impaired. The impact on the merit system of having to appoint provisional and unqualified workers jeopardizes the entire merit plan. Once standards are lowered, they are difficult to retrieve.

Pre-professional Preparation

Few people would dispute the value of undergraduate social work courses in institutions where the graduate social work curriculum is rooted in pre-professional preparation based on an interdepartmental sequence taught by competent instructors, including some of the social work staff. In such institutions the undergraduate courses are in the form of sequences, planned and sponsored by the school of social work, which utilizes other departments as well as its own to the focus of later professional work.

Quite a different situation is reflected in the attempt of a social science faculty in a small college with an overworked academic staff trying to take on the additional task of vocational training. And again, a very different aspect is presented by a strong graduate school of social work functioning relatively independently of social science faculties and making little functional use of the university with which it is affiliated. Cooperation between the faculties of graduate schools of social work and those of the social science departments of arts colleges, in an effort to formulate the best possible undergraduate program, is important to professional education.

This implies that undergraduate sequences would be planned as the first stage in social work education; that they would be considered as pre-professional; that their curricula would be drawn from many departments of the college or university, including some offerings by the social work staff, to form an undergraduate course of study focused toward social work. Such a course might make the arts college graduate more useful in immediate employment in a social work agency without detracting from its value as the foundation of the graduate curriculum in social work.

Changed Concepts

The changes recommended at the annual meeting of the American Association of Schools of Social Work last January by its committee on pre-professional education for social work related both to concepts of professional training and to curriculum content. The committee's report, which was accepted by the association as a whole, embodied the fundamental concept that education for social work should represent a planned progression from the undergraduate years through the two graduate years.

In line with this concept, the committee recognized three levels of training for social work: the undergraduate level which is both pre-professional and sub-professional; the first-year graduate level which represents a year of generic preparation for social work; the second-year graduate level which represents the termination of full professional training and includes concentration in some specialized field of social work.

Eventually it should be possible to accord proper recognition at the different levels, so that it will be clear to students and social agencies that they represent different stages of professional development. This suggestion was presented by the committee in the form of a resolution and approved at the meeting. It poses a professional as well as an educational problem and will have to be worked out jointly by professional organizations and the educational associations. It must also await job analyses in the various fields of social work.

According to the committee's recommendations, the undergraduate curriculum, as the initial phase in education for social work, must be designed to serve any of three purposes:

1. To provide a reservoir of potentially able students who will eventually enroll in the graduate courses either as a progression from their undergraduate curriculum or as students returning from practice later for professional training.

2. To recruit more professional personnel to be immediately useful to a social work agency or social work program.

3. To recruit to social work persons unable to go on into graduate training for various personal reasons, but who have capacity for further development in an in-service training program.

The committee deliberately avoided making specific recommendations as to undergraduate content, fearing that premature crystallization would prevent, rather than further, the sound evolution of an integrated program. What recommendations were made as to content were based upon the general principle that any course offered on an undergraduate level would, of necessity, differ from the same subject offered as a graduate course. For example, a differential characteristic of a methods course at the graduate level would be a specific application to a phase of social welfare. In most instances it would be accompanied by and integrated with field practice. In contrast, the undergraduate course would be extensive and general.

The undergraduate courses would be drawn from many departments of the college or university to form a planned sequence of study focused toward social work. On the other hand, there would be reserved for graduate work, courses that are truly graduate in character — whether concerned with the technicalities of social work or with related fields.

Curriculum Content

As a suggestion for curriculum building, the committee advised that content at the different levels be related to the vocational goal rather than molded in conformity to custom. There probably is no undergraduate course which could not be developed into a graduate one by revision of content and possibly by different teaching methods. However, many courses now carried on the graduate level are either now undergraduate in character or warrant adaptation to the initial level.

Undergraduate offerings fall naturally into three groups:

1. *Social science courses,* selected from various departments for the background knowledge they afford the social worker.

The professional worker in any field needs to understand its background — the world in which it has developed and in which it is being carried on. In social work, courses in economics, political science, sociology, psychology, anthropology, and history may be combined in various ways to present this picture. These and similar courses are historical and informational in character. Their meaning is unrelated to the practice of social work, even though they may bring to practice a deeper and different significance.

2. Courses focused more directly to the *practice of social work.*

These are mainly discussion courses for the purpose of familiarizing the student with the range and scope of problems encountered in social work practice and of affording a descriptive analysis of the means of meeting them. "The Field of Social Work" is a topic properly in this category, as are courses in surveying the community and social welfare, child wel-

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fare, and aspects of government affecting human welfare. These courses serve as introductions to the professional ones to follow. They are foundations, civically and socially useful for any student interested in and responsible for the world in which he lives.

3. *General methods courses* applicable to other disciplines and professions as well as to social work.

Skill is acquired rather than taught, but certain methods, general in application, can be taught to undergraduates to their subsequent advantage, either as non-professional workers in agencies, or as advanced professional students. Statistics, for example, is a widely applicable method which, if taught to the undergraduate, will come in handy later either in practice or in advanced study.

Interviewing is another method widely applicable. It could be taught in general terms at the undergraduate level, using illustrations drawn freely from other professions and disciplines. Certainly social work, although it can take credit for having developed interviewing into an art, is not the only profession which uses this method. Where students as undergraduates have had basic methods of interviewing, there naturally follows a much deeper study of its dynamics as a tool in social case work.

Observation and Experience

Field work presents one of the most difficult problems in a planned progression of social work preparation. The committee maintains that as now developed in graduate schools of social work, it should be retained at the graduate level, for field work and class work represent an integration of theory and practice into one learning experience. Moreover, there is validity in the older argument that field work experience involves responsibilities which cannot be entrusted to an immature person.

As a substitute for field work at the undergraduate level, the committee suggests a program of either "planned observation" or "limited participation."

Controlled undergraduate experience in a social agency has the following advantages for the student: it enhances the meaning of the classroom course, giving it a vitality which might do much to recruit him to graduate training; it integrates theory and experience at an early state; it affords experience which aids in the maturing process; it conserves and intensifies the principle of service. The response of students to the request for volunteer service in group work agencies and in war services is ample evidence of an impulse for service which has not always been conserved nor utilized.

A preliminary report of a school which has tried this plan suggests its possibilities. Agency placements were made in connection with a course entitled "The Field of Social Work." Twenty-three social service agencies were used, including group work and family welfare agencies, children's institutions, children's wards in hospitals, and two research organizations. The students' assignments were specific. They varied with the type of agency and were well within the students' capacities.

An alternate to a program of controlled participation might be one of observation of phases of welfare work. This might be based on the technique of observation developed in child study centers. Under either plan the agencies would have to be carefully selected and the experience tied into classroom work.

In making these tentative suggestions for curriculum revision the AASSW committee recognizes that it is on controversial ground, particularly in regard to certain introductory and methods courses. If the suggestions are viewed abstractly, however, rather than in terms of current school practice, much of the controversial nature becomes dissipated. Any course on an undergraduate level would, of necessity, be different from a graduate course in the same subject. The offering of a subject on an undergraduate basis would not preclude the teaching of the same subject on a graduate basis but with different intent, by different methods and through richer content.

Role of the Arts Colleges

Since the problems of pre-social work education are inevitably interwoven with the entire problem of social work education, any proposals affecting "undergraduate curriculum" ought to be weighed by the curriculum committee of the AASSW, the committee on wartime services, the administrative committees of the AASSW, and the representative national social work agencies. Above all, the recommendations ought to be worked out with the collaboration and cooperation of the various educational associations of institutions of higher learning, as well as with the professional social work organizations. It should be kept in mind that the colleges of science, literature and arts, rather than the graduate schools of social work, are the institutions which provide the undergraduate phases of social work education.

The past failure of the profession of social work to recognize that the arts colleges have a legitimate and important function in social work education and to enlist their cooperation to this end, is reflected today in the extent to which social work is ignored in these colleges, while such disciplines as public administration, psychology, sociology, and educational psychology are included to prepare students for counseling or guidance in administration, industry, and education. Such omission implies deficiencies in interpretation on the part of the social work profession and a failure to demonstrate to other disciplines and the employing public that it has developed a methodology that might be helpful, if not essential, to anyone dealing in social and human relationships.

In colleges where recognition is accorded to social work, there sometimes emerges the academic complication that preparation for other vocations which could use social work tools and methods is offered on an undergraduate basis, while the schools of social work admit only graduate students. Home economics, journalism, nursing, and particularly public health nursing, child welfare education, speech pathology, and educational and clinical psychology are some of the departments within universities that are calling upon schools of social work for methods and skills which their students will need in practice. Turning away these students means either that they will be deprived of an opportunity to obtain useful skills for their own professions or that the other departments will set up special courses in interviewing, case recording, community organization, and the like.

While the concept of undergraduate preparation for social work as pre-professional seems to be generally accepted, controversial aspects of the subject arise partly from the fear that any inclusion of vocational content at a lower level will have an adverse effect on professional standards; and partly from the fact that social work educators, teaching in varied settings, tend to interpret the problem in terms of the institutional setting with which they are most familiar.

A Two-Fold Obligation

The AASSW's committee on Pre-Professional Education for Social Work has been frank in stating that its recommendations do not pretend to give final answers to any of the problems involved. These are inevitably bound up with three diverse types of social institutions: the graduate school of social work; the profession of social work; the liberal arts college. The ramifications are too complicated for any specific and crystallized program to be projected at this time without careful and detailed study by the three institutions involved.

The purpose of the committee's report has been to refocus the emphasis of the present educational plan so that undergraduate education will be regarded as an integral part of preparation for social work. Building up and strengthening the undergraduate curriculum is a frank recognition of the two-fold obligation of schools of social work to supply more workers to the profession and, at the same time, to maintain professional standards.

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Fighting Infantile Paralysis

DON W. GUDAKUNST, M.D.

The home front in the war against poliomyelitis described by the medical director of the National Foundation for Infantile Paralysis.

OUTBREAKS of infantile paralysis this past summer indicate that 1944 may go down in the history of poliomyelitis as one of the worst years since 1916, when the largest epidemic of the disease in America was recorded. For the first thirty-one weeks of this year 3,992 cases were reported as against 2,903 for the same period in 1931, which saw this country's second worst epidemic of the disease. This sharp increase in cases plus the wartime shortage of doctors, nurses, and physical therapists, has made the problem of fighting infantile paralysis more difficult than ever.

One weapon forged by the American people to carry on this fight is the National Foundation for Infantile Paralysis, a non-profit membership corporation formed in 1938 when it became evident that only through a national organization could the war against the disease be pressed to the fullest. But the war is carried on not only from the top.

Today, there exists throughout the country a chain of local organizations covering nearly all of our 3,070 counties and dedicated to the proposition: "No poliomyelitis victim must be allowed to be without medical care because of lack of money." These chapters of the National Foundation are in the front line of battle against the suffering and crippling which accompany infantile paralysis. Along with local health authorities they serve today not only in regions with serious outbreaks but throughout the nation, for communities must be prepared to care for potential victims and advised in regard to precautions.

The Local Chapters

The National Foundation's function is to direct, stimulate and coordinate research in and treatment and prevention of poliomyelitis. But to wage this war efficiently, a network of individual units had to be created to give direct service to infantile paralysis victims and to organize preventive work in local communities. Working in these chapters are 35,000 men and women. Only eighty-six of them are paid—forty state representatives of the parent organization and forty-six office workers. The rest are volunteers, about 5,000 of them professional workers: doctors, nurses, public health authorities, social workers, teachers.

Typical chapter personnel usually consists of the local health officer, the director of the community nurses' organization, a banker or businessman who acts as treasurer, and a representative from each of the large centers of population in the territory covered. In addition, each chapter has a medical advisory board or officer, for no monies are dispersed without the considered judgment of those trained in medical care.

The chapters do not offer medical treatment, but their main purpose is to provide the financial means for following out doctors' instructions. Poliomyelitis victims who come to the attention of the chapters are referred to their own doctors whenever possible. When the doctors use the hot-pack methods of Nurse Elizabeth Kenny, the necessary materials are provided. Where doctors prefer other methods, splints, casts and other equipment are provided.

Concerning the much publicized Kenny controversy, Basil O'Connor, president of the National Foundation, has issued this statement: "The somewhat controversial situation as to the exact merit of each phase of the Kenny method does not alter the National Foundation's policy in any way. The National Foundation will continue to support testing and evaluating the method in the many hospitals and clinics when carried out by physicians and institutions of repute. It will also continue to make available to the public such values as the Kenny method may possess by sponsoring and financing instruction in the methods to doctors, nurses, and physical therapy technicians in recognized institutions." Many chapters have paid for the training of local hospital personnel in modern methods of treatment, including the Kenny technique.

The work of any chapter illustrates one phase of democracy in action. When an epidemic strikes, every effort is made to bring succor to the victims quickly, effectively, and efficiently. The major criterion for extending aid is: "Is medical care necessary?" Patients need not be indigent to be eligible.

All or part of the financial expense incurred in caring for victims may be met by the chapter, which does not replace, but supplements, the services available through other sources. When a chapter finds its resources for the care of patients exhausted because of epidemic conditions, it may receive an advance from the parent organization of whatever sums may be necessary.

For example, this summer when the first serious outbreak of infantile paralysis occurred in western North Carolina, the ninety-nine county chapters of that state pooled 50 percent of their cash on hand in a central Polio Emergency Fund Committee with headquarters in Raleigh, the state capital. In addition, the national headquarters advanced more than $100,000 for epidemic aid. All affected counties in North Carolina could call on this central fund to meet the expenses of caring for cases as they developed.

As the toll rose, an emergency hospital was created in a former children's camp at Hickory, to which patients were brought from surrounding areas. Army hospital tents were erected as wards for overflow patients. More than one hundred nurses were recruited and sent into Hickory, Charlotte, and Gastonia, where hospital facilities were available.

The cooperation of the state and county health authorities, the local chapters, and the American Red Cross made possible adequate care and modern treatment for all the 428 patients reported through the end of July. It was as stimulating a demonstration of initiative and cooperation as any public health worker has seen.

What They Do

Each chapter participates in the annual fund-raising appeal of the National Foundation which occurs in January. They turn over 50 percent of the monies they collect. It is this money which pays for the gigantic program of research in poliomyelitis conducted in more than fifty noted institutions by scientists. The other 50 percent is retained by the chapters to administer to the needs of the communities they serve.

The work of the national organization is broad and general, consisting of support through the financial grants to those working in virus research, after-effects research, epidemiology, public education, training of medical, nursing and physical therapy personnel.

On the other hand, the work of the chapter is individual. When epidemics strike, the chapter is besieged with requests for aid. That aid is flexible. Anything that can be done to ameliorate the suffering of those stricken with the disease is the order of the day. It may take the form of finding, transporting, and paying for additional nurses or physical therapists; of providing a special bed in the home for a patient well enough to leave the hospital; of driving families of patients to visit their sick children, husbands or wives; of obtaining additional hospital facilities so that victims can receive the skillful care necessary in the early stages of the disease; of providing clerical workers to assist health officers, doctors, and hospital staffs; or of paying

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for all or part of the hospital, medical, nursing and other care for the patient's period of illness, according to the needs of the individual case.

While many of these services must be rendered by professional and technical workers, the lay volunteer plays an important role. Chapter volunteers man telephones in county headquarters, help collect equipment for treatment (wool, waterproof materials, safety pins, wringers, and lumber for bed-boards and foot rests), find housing for nurses and physical therapists arriving in a stricken area, meet professional personnel at trains and facilitate their getting to work.

Because the chapter's interest is in seeing that every patient, regardless of age, race, creed or color, receives proper care, cooperation of many community forces is called for. The chapter cannot do the whole job, but it can coordinate the work and fill in the gaps left by other agencies which are not set up to provide a full and complete service to infantile paralysis sufferers.

Each chapter must know what already is being done in the county: where the hospitals are; which ones admit communicable disease patients; where there are facilities for convalescent care; how many orthopedic nurses are available; where there are skilled technicians. While chapters pay the expenses of additional facilities or personnel when needed, they do not operate their own clinics or treatment institutions.

Cooperation

The state services for crippled children, financed by state and federal funds, render valuable services to infantile paralysis victims as well as to others. These agencies aid crippled children by correcting physical defects when possible, by providing for their education, and by offering vocational training. The chapters do not intrude upon these services, but supplement them, by rendering the special aids to infantile paralysis victims that other agencies cannot give.

When a poliomyelitis epidemic arises the gaps in government services loom large and the work of the local chapter fills the breach. And they do not limit their services to children. The term "infantile paralysis" really is misleading. The disease seldom affects infants less than a year old. While the bulk of its victims are children, an appreciable number of adults contract it. Because the services of state crippled children's agencies are extended only to persons under twenty-one, full arrangements for adult poliomyelitis victims are the responsibility of the county chapters of the National Foundation.

The chapters also extend financial aid to families who by definition of government authorities are not indigent, because there is a wage-earner making enough money for shelter, food, and clothing, but who are burdened with the additional expenses incidental to the care of a child with infantile paralysis. For many a case the cost of such care has been estimated at $1,000 a year. The chapters may pay all of the cost, or adjust the amount of aid to fit the circumstances.

It is erroneous to suppose that the work of the chapters ends when an epidemic subsides. Most victims must receive convalescent care if they are to return to society as useful citizens. There is little publicity attached to this phase of the chapters' work, but it goes on constantly. For some of the victims long hospitalization is required; for others, periodic visits to orthopedic clinics and doctors. Wheel chairs must be bought, leg braces procured, special shoes made, hydrotherapy obtained. Fortunately, through prompt and adequate treatment, 50 percent of all persons stricken by the disease can be brought back to a physical condition which is normal or nearly normal.

Volunteer nurses' aides, trained in the care of polio patients, assist hospital personnel

Local chapters of the NFIP arrange for home treatment and furnish the necessary equipment

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Fact Finding

Only by studying what has happened before can scientists acquire sufficient knowledge to project intelligently their efforts in solving an enigma. Because poliomyelitis is still largely an enigma, fact finding is an important phase of the fight against it. The chapters perform an integral part of this work by compiling careful data on each polio victim. Their women's divisions are hard at work on a polio census to find out, county by county, how many people in their territory have had the disease. The name, address, physician, diagnosis, and other pertinent information about every man, woman, and child who has ever had infantile paralysis are being recorded.

In addition to securing adequate records as to the number of polio victims in the country, this census will inform the National Foundation how many people it has pledged itself to serve, so that funds may be allocated wisely. The census may also be instrumental in bringing many old sufferers to further treatment or surgery—sufferers who otherwise would not be located and assisted.

Chapter officials are in constant touch with the officers of the National Foundation in New York, with Basil O'Connor, its president; Peter C. Stone, assistant to the president in charge of field activities; and the medical department. Literature available for distribution to the public includes a pamphlet for parents entitled, "Doctor, What Can I Do?" a nursing guide for care of polio patients, and a bulletin (printed in eight languages) of precautions in time of epidemic.

Each chapter of the National Foundation for Infantile Paralysis is a link in carrying on a great work made possible by the American people.

An Approach to the Gang

BRADFORD CHAMBERS

How a sociology student, now helping with the extension work of the Youth Council Bureau of the New York District Attorney's Office, translated his growing interest in gangs into constructive action.

ONE of the most sinister developments in recent years has been the emergence of the conflict gang—a group of boys bound together for the sole purpose of venting their hate toward others of a different racial or religious character. Gangs we have long had with us, and there has always been a certain amount of friction among them, but with a difference. In the past, friction was a by-product of some other form of rivalry. Today's racial or conflict gangs find their reasons for being in friction.

For the past year I have been attempting to find out what is behind this dangerous development and what, if anything, can be done to combat it. For several months I had been working with Friends of Democracy, Inc., in New York, where reports kept coming in that Fifth Column elements were behind these racial gang wars. So I went to the gangs themselves for information.

I hung around boys on street corners, offered them cigarettes, asked them what they had to gripe about, often agreeing with them, and asked them to my home. Gradually I was lucky enough to gain their confidence. While I could find little, if any, evidence of adult subversive activities aggravating the gang situation, I learned a lot about the inside mechanism of gangs and what makes them go.

Gangs in New York usually have from twenty to thirty members, ranging in age from eleven to eighteen years. Many of the older boys have left school before finishing or are leading indulgent lives of confirmed truancy. The members of a gang usually live in the same block or neighborhood. In racial borderline areas they are usually all white or all Negro, and make it their business to fight members of the opposite race. Gangs also find their opponents in groups of different religions or nationalities.

Regardless of size, the gang structure is fairly uniform. Each gang has its own name, leader, "hang-out" (usually an alleyway or cellar), and special blouse. Some gangs are highly organized; divided into definite sections: "tiny Tims"—midgets or cubs—juniors, and seniors. A few gangs even have girl auxiliaries, often called the "debutante" or "sub-deb" divisions.

Planned Battles

Racial warfare between gangs does not have the spontaneous character of fights among the old-type street gangs. Gang warfare today consists mostly of premeditated and planned fighting. Spies are sent out, elaborate traps are laid and decoys (usually the "tiny Tims" or the "deb divisions") are almost always used. Clashes are recurrent. Besides knives, some of the weapons wielded in conflict include clubs, brass knuckles (torn-off handles of ash or garbage cans), blackjacks (often made in the school workshop), ice picks, and even crude homemade guns.

Almost every gang war I have witnessed has been strategically planned. Space does not permit any detailed accounts of these wars. However, an afternoon in the spring of 1943 that will go down in gang folklore, is worth mentioning. It was then the Rainbow gang and its "allies" barricaded the exits of one of the public schools and let out only white boys. Six police cars had to be called before the gang could be broken up and the Negro children released from the school.

Conflict gangs tend to spring up in those areas where the community pattern has been built around an atmosphere of antagonism—a fear and suspicion of the bordering community. Boys, and sometimes girls, lacking the security essential to a normal life, look upon their gangs as means for protective security.

Anyone who has come to know the boys who make up a gang will find that in spite of its anti-social aspects the gang has some intrinsic worth. It fills a real need in providing security and in satisfying the sense of adventure, a natural urge of all youth. The gang gives its members something exciting to do, and the boys exult in it. Gang members have spirit, initiative, and loyalty.

Change the gang's interests away from fighting the gang on the next block or bordering community, direct its energies into constructive rather than anti-social channels, and you have a cooperative community group, enterprising in the democratic way of life. But how is this to be done?

Gaining Confidence

In the brief year that I have come to know the members of several conflict gangs in New York City, I have found that it is not impossible for an individual to gain sufficient confidence, by respecting the group, to divert a gang to constructive activities. My experience has taught me that any attempt to break up the gang formation is doomed to failure. The sense of security the gang affords its members cannot be discounted. For its members will develop even more fear and hostility when that security is threatened. It is necessary, therefore, not to discard the gang, but build on it as a unit and redirect its energies into constructive activities.

Gang members can usually be found after school, in the middle of the afternoon or late at night, on a street corner or outside a candy-store. I have found it best to approach them when only a few are around. Gang boys may often be spotted by the jersey they wear with the gang's name imprinted on it. If, however, the gang is in trouble and is "hot," its members will not be wearing their "colors." This, of course, is a bad time to approach them.

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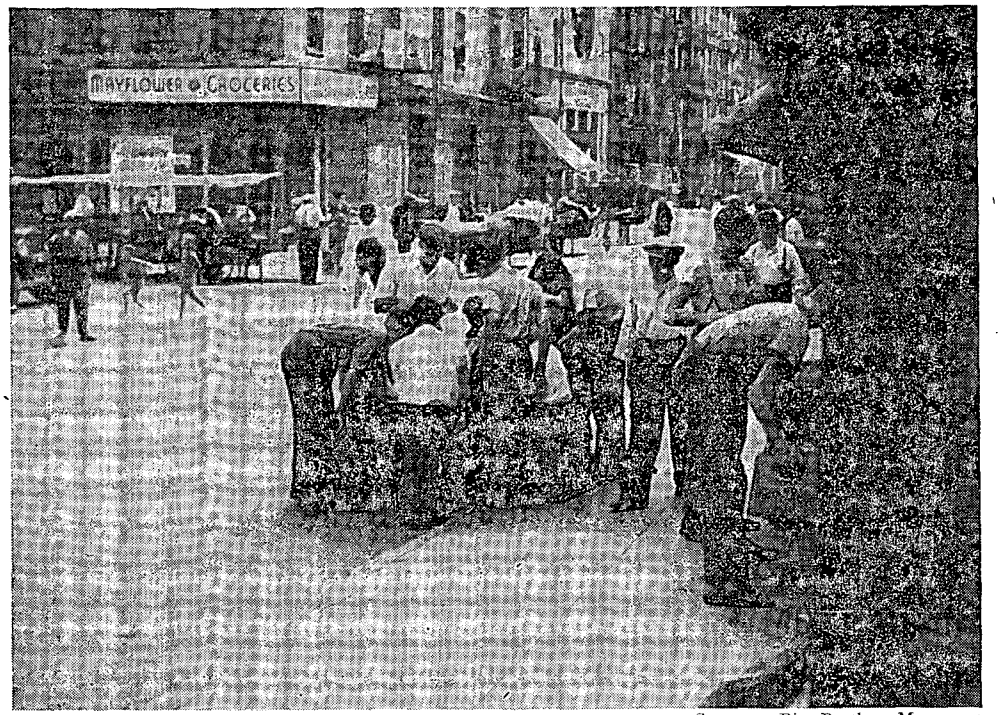
The aim of my first visit always has been to get the boys to talk. I try to convince them that I am not a plain-clothes detective, and let them discuss the defects of the local cop or neighborhood school. I do not hope to gain their full confidence on this visit, but I try to lay the ground work. The best approach usually is to select several of the most talkative younger boys and ask them about the neighborhood cop, school or rival gang. (I never ask their names, or even their nicknames.) For the first few visits it is necessary to adopt their likes and petty antagonisms; to try to speak their own language. I have found it best to make the first visit short, and to impress upon the boys my gratefulness for their help. Then I ask the boys to bring around a few of their friends the next day at the same corner.

The next day awaiting me usually are about double the number of boys of the first meeting. They act suspicious, as if they wonder what this strange person wants who seems to dislike the same things they do. But probably because of these apparently common dislikes they are interested. For a while, I keep on the same tack as on my previous visit, bringing up the topic of "other gangs." Gang boys are so antagonistic to their rivals that they enjoy talking about them. But it is bad form to ask the names of any of the gangs.

"Do the cops try to break up your club?" has turned out to be a good opening question. The boys usually answer, "Yes." Then I ask if there is any place in the neighborhood where their club can engage in athletics or hold meetings. This usually brings a query about *my* "racket." This time I tell them frankly that I want to help their club to find a gym and a place for them to meet; that if they need an umpire or coach, I would like to help out once a week or so. After I have been around a while, I suggest that two or three of the members meet me sometime to go to interview the principal of the school concerning the use of its gym. When the school in the district has no after school program, I show my resentment.

If the boys still seem suspicious, I plan to return on a third visit as soon as possible. In the meantime, two or three of the boys and I follow up the school visit with one to the nearest library or Masonic temple, Elks club, or any other fraternal lodge. The next time we get together with the gang we report the results. If we have been successful in finding a meeting place, I usually suggest that the boys hold their first meeting without me, but tell them that I would like to drop in at a later date. Even when we are unsuccessful, my attempt to help the boys find a meeting place seems to win their confidence. But I am always sure to show my disapproval of the authorities who refused to give the club space. Then I suggest they look for a vacant store-front that can be rented cheaply.



Courtesy Big Brother Movement

Gang members can usually be found on a street corner or outside a candy store

Changing Interests

By this time the groundwork of confidence has been laid. The main object now is to interest the gang in somebody or something other than fighting with rival gangs. An arranged meeting with a professional athlete or newspaper writer, or anyone who might catch their eye, usually goes over big and provides a starter.

But I have learned not to be discouraged if the boys do not show up for their first date with me. This is a new experience for them; they are not accustomed to have an outside person interested in their group.

While attempting to win a gang's confidence, I have learned never to seek out the "captain" or leader and try to redirect his interests in the hope that he will influence his gang. This spells certain defeat. The gang leader is usually known only to his own gang. Any move toward learning his identity only leads to suspicion. I have found that when I am first becoming acquainted with a gang the leader is likely to stay in the background and send his "representative" to the meetings. Not long afterwards, however, he comes into the open and politely asks why I am meddling in the affairs of his gang. When I tell him that I wish to help his boys secure a clubhouse he is suspicious, but interested. It is tremendously important to gain his confidence. The activities of his gang depend to a great extent upon his will and caprices.

I have learned to be careful never to refer to the gang boys as members of a "gang." They resent it, preferring the word "club." The characteristic that differentiates the gang from the ordinary street club—conflict with others—to gang boys is not evil. Living in borderline areas they have been brought up to resent the migration of another race or cultural group into their own community. To fight the newcomers off, or to protect themselves when attacked, is to them logical and necessary.

I have also learned to help adapt the activities that are developing to the needs of the gang boys, and to ask their suggestions and advice in everything that in any way affects them. I have found that it is useless to enter into a project with boys unless I am willing to learn from them.

I have found it wise, too, to hold some material objective before the gang. Gang boys will never become enthusiastic over ideas as such. What they want at first is something concrete, such as a clubhouse—some place they can call their own.

Finding a Clubhouse

A store or a cellar as a clubhouse may involve expense, but it gives the gang a sense of ownership and responsibility. A second floor store front is, of course, preferable, for a street front store or cellar has more chances of being attacked by rival gangs. The boys are usually willing to pay 25 cents a week per member, and I have found it wise to offer my share of dues. I have known gang members even to seek part time jobs or work overtime to pay for a place their gang can call its very own.

When we have reached this stage of development the gang usually appoints its

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own treasurer, if they do not already have one, to collect money to purchase the members' jerseys. By now I am probably acquainted with the captain. If he is suspicious, fearing loss of prestige, I find it helpful to suggest that he be treasurer. No matter how small are the funds collected, I try to have them deposited in a nearby bank to be drawn on only with the signatures both of the treasurer and myself. I take some of the boys along on every visit to the bank.

Experience has taught me the necessity of visiting the neighboring police station to inform the officials of the project. Otherwise, the chances are ten to one that within a week or two the clubhouse will be broken into by policemen and an order issued to have it closed. However, once the police authorities know an adult is interested in the club, they are extremely cooperative. I make certain, too, to be on the best of terms with the policeman on the beat by openly asking for his friendship and cooperation.

My next trip is to several of the stores in the vicinity. When I tell the owners of my intentions, they are usually delighted and I make use of their enthusiasm by asking for contributions for the club.

Before the clubhouse is opened, I encourage the members of the gang to speak with other gang boys in the neighborhood to tell them what they are doing. Finding out with which gangs they are on good terms, I suggest they ask these gangs to join them. At first there is usually some antagonism to this suggestion, but if the gang shows the least bit of willingness, the ground work is laid for the ultimate goal—an association of all the gangs in the neighborhood into some sort of a civic and athletic league.

Helping with Activities

The conflict gang presents a different problem from the boys' club or ordinary street club which can easily be led into an organization with trained leadership, supervision, and a challenging program. It is almost impossible to draw the conflict gang's interests into the activities of a going organization, at least during the first period of contact. Therefore, the object must be to retain as many of the gang's attractions as possible while giving it some direction.

Many youth workers try to direct the combative spirit of boys into competitive sports, but with gang boys this does not always prove successful. The good athlete makes a good fighter. I have found that although concern with strenuous athletics inevitably takes up a large amount of time, other interests must be promoted, such as civic affairs and neighborhood projects, if the boys are really to experience a change of attitude. But progress is slow. At first it is usually necessary to concentrate on activities consisting of material production, such as the construction of airplane models for the use of the army and navy. While this is going on one can "bore from within" with nonmaterial ideas. For example, if the boys are white, while they make the models I might mention the unfair discrimination which the Negro runs up against in the war effort. But I make my discussions short for boys hate preaching.

One activity the boys seem to like, which can help bring some money to the club, is repairing electrical appliances, such as toasters, lighting fixtures, and the like. Electrical work is exciting in itself and holds great fascination to teen-age boys, who are quick at understanding its principles. Large electric companies are sometimes willing to send a man to assist the boys one evening a week.

Occasionally I find a neighboring store owner who has a mimeographing machine that he is willing to lend to the boys once a month or even more often. Then I suggest that the boys write up the news of the neighborhood and mimeograph it. They send the paper once a month to their fathers, brothers or sisters in the armed forces. This project, besides entertaining them, gives them a new sense of serving others.

I have tried always to remember that my main interest is not to supervise gangs, but to stand on the sidelines and to help them see that participation in community activities can be more fun and more worthwhile than destruction. Fundamental to this goal is the fostering in them as a group the sense of being useful and wanted by their community.

When I have moved carefully, I have eventually found myself regarded as a friend of the gang, and from then on I have been able to count on support and cooperation from its members. But not until then do I move toward another objective, the creation of a desire for an association of existing gangs, a cooperative organization in which each gang would retain its own name and form, but through which instead of engaging in continual conflict, it could compete in healthy rivalries. My first step in this direction might be to suggest that the clubhouse be headquarters for such an association, with each gang using it separately for its own meetings.

This suggestion has not always been received with enthusiasm, and I have found it necessary to show my own gang boys that they will be "big shots" for having started the association, in order to get them interested. When they consent they appoint a committee to approach other gangs. Eventually the committee is augmented by representatives from other gangs and it arranges the time for meetings, athletic contests, and the like. Of course, there are always gangs which will not join at first. But when those that do make up the majority it is not likely that the reluctant gangs will precipitate any major conflicts.

Making Progress

It is not always necessary, however, to have a clubhouse to make progress with a gang. For instance, without such an aid I have found it possible to interest a gang in the whole problem of juvenile delinquency. Gang boys see delinquency all around them. Taking the attitude that, because they see much of it, they must have some good ideas as to what can be done to prevent it, I have learned that they have many ideas on the subject—ones that are worth listening to. Once, I put the problem to a gang frankly and asked them to draw up a program for the prevention of delinquency in the city (not specifically their own neighborhood). They were impressed and worked hard over the project. We submitted the program to the city newspapers and found them interested enough to write about it. This activity was followed through by taking a few of the gang members to some adult discussions on delinquency, where the boys presented their ideas on the subject. The whole project gave the boys a sense of community participation, while carrying a definite implication of their being on the side of right.

I have found it necessary always to keep in mind that no matter how much effort is being expended it is not possible, at least for a while, to change the gang's entire character and prevent it from participating in an occasional fight. Nevertheless, it is gratifying to realize gradually that the boys have found some new interest; that their whole attitude is being affected by the fact that someone has taken time to meet them and has shown some concern for their own group. It is inevitable, of course, that some members will progress more than others.

I sometimes think that the personal approach to the gang is comparable to the task of an editorial writer. The caption above his editorial serves to catch the attention of his reader. His opening sentence must gain the interest of that reader. The rest of the editorial is written in the language of the reader, yet puts forth a new idea. Now, the newspaper editor has not the space to carry that same editorial every day. From time to time, however, he will put forth the same idea, but in different words, until the readers are affected in such a way that they will ultimately act upon that new idea. The outcome will depend, of course, as it does with a gang, upon the soundness of the idea; and how much it attracts, rests on the extent to which it meets the interests of the person or group to which it is directed.

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Here in Washington . . .

By Rilla Schroeder

THE success of Allied arms in Europe brought a flustered Congress back to Washington to consider postwar legislation. First in importance, of course, were the unemployment compensation bills, it being generally conceded that we are going to have a lot of dislocation after the shooting stops.

The liberal if loosely constructed Murray-Kilgore bill went down to defeat in the Senate, where the highly inadequate George bill was passed in less time than it often takes to get through a simple claims bill. The House Ways and Means Committee pruned the measure still further, notably the section granting unemployment compensation to federal employes, and then sent it to the floor where efforts to liberalize some of its worst features promise to meet with small success.

The bill sets up an Office of War Mobilization and Reconversion, in line with the suggestion made in the Baruch-Hancock report, which will absorb a number of existing agencies. The bill specifically names the Office of Contract Settlement, and the Surplus Property Administration. As it came from the Senate, it included also the Retraining and Reemployment Administration, but the House Committee on Ways and Means changed that. As there is strong feeling on the subject in the House, the committee may be overridden on this point. It would not be surprising, indeed, to see the House add a few other agencies to the three. The House very definitely feels that the postwar program should be more or less centralized.

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THE MOVEMENT TO MODERNIZE CONgressional procedures received its first tangible encouragement with the passage of the Maloney-Monroney resolution by the Senate. The resolution sets up a bi-partisan Senate-House committee authorized to make a survey of the antiquated organization of Congress and to make recommendations for improvements with the "view of simplifying them and improving relations with other branches of the government."

If such a committee actually is named (the bill has yet to win House approval) it probably will include in its study many of the specific programs for reform included in the Kefauver bill and similar measures. The Kefauver proposal provides for the regular appearance of Cabinet members before Congress, as is the British practice.

Representative A. S. M. Monroney of Oklahoma, sponsor of the House bill, has been pressing for action on the legislation for months. The young man feels very strongly on the subject, and is confident that many of the troubles of Congress are due to the fact that it operates under a system of committees, procedures, and so on, many of which were established before the Spanish-American War. He is concerned, also, over the entirely inadequate help given Congress in the handling of highly technical matters. He himself is a member of the House Banking and Currency Committee which, he says, handles legislation dealing with world monetary problems and yet has no one on its staff who knows anything about the subject.

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CONGRESS HAVING AMENDED THE service vote law to permit members of the armed forces to know what is going on back home, the army has scrapped its complicated system for keeping politics out of government-sponsored reading matter for GI Joe. Critics had accused the army of using the legislation as a reason for "censoring" ("screening" is the army word) newspapers, magazines, books, and movies. The net result was, however, that so far as soldiers in training camps and overseas knew, the election this year had been called off.

The fact that Congress has reconsidered is not going to help a lot in many instances. It is a long way to some of the spots where GI Joe now hangs his hat and it is improbable that much of the uncensored stuff will reach these remote fronts or bases before election. Anyway, he can read about it afterward.

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A PROPOSAL TO REVIVE THE CIVILIAN Conservation Corps is gaining a favorable ear in Congress. Remembering all the brickbats once hurled at that agency, it is interesting to note that Congress now agrees, or, at least, some Congressmen do, that it did a good job and that a new CCC will be needed after the war.

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SO MANY HEADACHES HAVE DEveloped in connection with the administration of the Servicemen's Readjustment Act (see page 243) that the agencies involved probably will appeal to Congress for clarification. Congress gave the Veterans Administration the primary responsibility for carrying out the provisions of the act, but failed to specify clearly just how the VA should delegate authority. Obviously, much of the authority must be delegated, as the VA has neither the facilities nor the background to perform many of the chores involved. It may be necessary to amend the act, but any question of changes in the measure itself seems likely to be held over until after election. Some of the points involved are considered political dynamite.

The VA thought the educational features of the act would be relatively simple to handle, since these meant, as that agency saw it, merely an elaboration of the existing VA program for veterans with service connected disabilities. However, some of the state colleges object to accepting veterans on the same basis as other native sons. The VA insists that if a veteran was entitled to schooling at his state's expense before he went into the service, he is entitled to it after he is discharged. The Veterans Administration is willing to pay his allotment and other items but tuition to a state college, "No."

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HEARINGS ON THE BILL TO CREATE A permanent Fair Employment Practice Committee have been postponed in the House until after election. The Senate is going ahead, election or no election. However, an early vote in either house now seems unlikely.

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THE SELECTION OF JULIUS A. KRUG as executive vice-chairman of the War Production Board, to succeed Charles E. Wilson, is hailed as a victory for the liberals in WPB. Mr. Krug had been with the agency before he resigned to go into the navy, and his resignation was generally rumored to have been inspired by his disagreements with some of the non-liberals. Before joining the WPB staff, he was an official of the Tennessee Valley Authority, and back of that he has a long record as a public utility administrator.

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THE UNITED MINE WORKERS ARE calling attention to the 50,000 persons over sixty-five who have gone back to work, cutting themselves off the old-age pension rolls to take war jobs. Under the law, written to discourage oldsters from reentering the labor market, these persons are now paying social security taxes which will be of no benefit to them when they again retire. The law automatically freezes the amount of their benefits at the time they were originally computed. When they return to the pension rolls they will receive the same benefit paid when they left, regardless of the additional money they have earned, or the additional taxes they have paid. An amendment to the Social Security Act to correct the injustice is advocated by the miners.

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The Common Welfare

Reconversion

A STORM warning to states and communities is implicit in recent statements from the War Manpower Commission on war industry cut-backs after Germany's surrender. The WMC estimates that within thirty days after victory in Europe 3,500,000 to 4,000,000 war workers will be laid off. William R. Haber, assistant director of the WMC, has stated that he believes most of the workers affected will have jobs in civilian production within three or four months. J. A. Krug, acting chairman of the War Production Board, has also gone on record as believing that industrial change-over from a war to a peace footing will be a matter of only "three or four months," particularly in automobiles.

But to community agencies which, even through the labor shortage of war years, have not forgotten the hard lessons of the Thirties, temporary dislocation on so large a scale spells "problems." Even with unemployment insurance and a back log of war bonds, laid-off workers and their families face a period of reduced standards of living, and a resulting need for community services. In thousands of cases, the end of his present job will start the worker on an immediate trek back to the home he left only "for the duration." Clearly, V-Day in Europe will initiate a period of readjustment and complex demands, for which community plans and preparations should be made without delay.

Re-Schooling

AN appeal for special educational programs to meet the postwar needs of youths who have taken war jobs before finishing school was made by the American Federation of Teachers at its annual convention. In a thoroughly discussed resolution covering vocational training and rehabilitation, the teachers noted that many girls and boys under seventeen had cut short their education for war work. As adopted, the resolution suggests to all locals of the Federation that they help prepare plans for out-of-school young people, including statewide counseling and guidance services, classes in applied arts and science, the introduction of flexible part time and terminal courses especially adapted to this group, and the reestablishment of a program similar to the Civilian Conservation Corps.

The Children's Bureau of the U. S. Department of Labor, also concerned with youth's postwar problems, has put forward a four-point program, aimed "to cushion the impact of reconversion, to regain opportunities for school attendance, and better to equip the nation's young people for dealing with economic and personal problems of the postwar world." This program includes: full enforcement of existing federal and state child labor laws; revision of state laws "to provide a sixteen-year minimum age for employment in any occupation during school hours and in factory work at any time"; educational allowances in lieu of unemployment compensation benefits for young workers returning to school; planning of other measures of helping young persons resume their education, including student aid.

A Civil Liberties Case

"REFUGEES in America from America," is the way the National Association for the Advancement of Colored People characterizes the present situation of four former residents of New Iberia, La. In calling attention to a violation of civil liberties which has not been widely reported, the NAACP emphasizes the fact that in this instance the infringement was not by an irresponsible mob, but by local law enforcement and school officials.

The case involves four Negro leaders who, until last May, lived in New Iberia, a town of 15,000, about 125 miles west of New Orleans. One of the men was a teacher, one an elderly retired insurance agent, one a dentist, and one a physician. All four had taken part in forming a local branch of the NAACP and a parish credit union. The issue arose over the activities of J. Leo Hardy, former insurance agent, in trying to secure a welding school for Negroes in the community.

A welding school, opened in the fall of 1941, admitted only white students. For more than a year, potential Negro welders tried to secure training facilities, and finally a protest was sent to the War Manpower Commission. After representatives of the WMC, and later a field examiner of the Fair Employment Practices Committee, visited New Iberia, a class for Negroes was started. Trouble followed almost immediately.

The NAACP offers affidavits in proof of the "punishment" meted out to the four Negro leaders. In a meeting with the sheriff and the superintendent of schools, to which he was summoned, Mr. Hardy was threatened and ordered out of town. The next day he was set upon by the sheriff and a deputy, kicked and badly beaten. Each of the other three was manhandled by deputy sheriffs, though with less violence. Finally, all four were separately taken out of town, ordered to "move and keep moving," threatened with death if they returned to their homes.

Today, like the other refugees in our midst, the four are trying to make new starts in other communities. Meanwhile, the legal department of the NAACP has lodged a protest with the Department of Justice. So far, the NAACP points out, no action has been taken to reinstate these "American refugees," nor to punish those responsible for their plight.

Reductio ad absurdum

A CURRENT attack on the U. S. Children's Bureau might become serious. A congressional bill (H.R. 4663), introduced by Representative A. L. Miller of Nebraska, which would transfer all of the bureau's health functions to the U. S. Public Health Service, was given formal support by the House of Delegates of the American Medical Association last June. A recent statement, widely publicized, in the *Journal of Pediatrics*, announcing the opposition of the Academy of Pediatrics to the Children's Bureau program, is further evidence of aggressive support behind the Miller bill.

The opposition grows directly out of the bureau's administration of Emergency Maternity and Infant Care, providing medical, nursing, and hospital care for wives and infants of men in the four lowest pay grades of the armed services. The program has $42,800,000 budgeted for 1945, to be spent through grants to state health agencies.

The Children's Bureau does not set standards for the medical care for which payment is made. Authority to do so was eliminated from the original bill, mainly because of organized opposition from osteopaths. But the bureau does insist that the states pay the physician or hospital or specialist directly for services rendered, instead of making a cash grant to the serviceman's wife. Each state, in submitting to the bureau for approval the plan for administration, must recommend a scale of fees.

Therein lies the crux of the controversy, for direct payment for services to physicians, in accordance with a fixed scale of fees, is regarded by some members of the medical profession as opening a crack in the doorway of socialized medicine.

The whole controversy would be absurd if it did not represent a real danger to more than one going program. The

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U. S. Children's Bureau record in promoting and administering maternal and infant care is a long and honorable one. The bureau can claim much of the credit for the steady decline of our infant death rate—from 100 per 1,000 live births in 1915 to 39.9 per 1,000 in 1942. It would be unfortunate indeed if all the Children's Bureau concerns for the health of children were scuttled because a well organized pressure group sees the bogey of socialized medicine in the EMIC, a wartime emergency program.

Facts About Negroes

"THE Negro in America," by Maxwell S. Stewart, the most recent of the many useful pamphlets issued by the Public Affairs Committee (30 Rockefeller Plaza, New York 20), deserves special attention, for it underscores for popular consumption the findings of one of the most significant sociological studies to be made in this country in recent years. This was "The American Dilemma," the comprehensive two-volume report of the encyclopedic survey of Negro life in America, sponsored by the Carnegie Corporation and directed by Gunnar Myrdal, well known Swedish social economist.

In his study, Dr. Myrdal shed the relentless light of scientific inquiry on a phase of American life that showed up incongruously against the background of the American democratic creed. He found American Negroes subject to almost insuperable economic, political, and social disadvantages in both the North and the South, though to a greater degree in the South. Their economic difficulties in the South were largely connected with a decline in the agricultural cotton economy, the overcrowding of southern farmlands, and the competition from whites for jobs that were once almost exclusively Negro. In both the North and the South, Negroes were excluded almost entirely from skilled jobs, clerical work, and the professions. From grade school through college, educational opportunities available to the Negro were far inferior to those available to whites. Segregation, by ordinance in the South and social pressure in the North, resulted in poor housing, and limited social and cultural opportunities.

These and other disadvantages, and not biological difference, Dr. Myrdal blamed for any inferior showing the Negro might make in comparison to the white man. Ignorance about the Negro, he discovered, was widespread in both the North and the South.

It is this ignorance that renders important the Public Affairs Committee's action in condensing Dr. Myrdal's findings, for the pamphlet may help to dispel it. The tragedy of thorough reports is that their very thoroughness often requires them to be of such forbidding proportions, that only the studiously inclined venture to approach them. But the facts about the life of the American Negro that Dr. Myrdal has assembled, should be a part of the knowledge of everyone concerned with the future of American democracy.

Heroes

A UNIQUE ceremony took place in the New Jersey State Prison early this month. The occasion was the awarding of certificates of merit by the United States to seventy-seven prison inmates. The recipients seemed shaky, but this was not surprising in view of the fact that for several months they had been serving as volunteer guinea pigs in a medical experiment that involved becoming infected with tropical fever germs. The opportunity to serve their country on the battlefield having been closed to these men, many of whom were serving life sentences, they had welcomed another method of risking their lives for their country.

Several states away in Rhode Island, the *Providence Evening Bulletin,* impressed by the paradox of men being at once villains and heroes, pondered the meaning of the event. What the *Bulletin* discovered, is not news to social workers, but a gratifying reinforcement of their long time conviction. Said the editorial, in part:

"Their (the awardees') 850 fellow convicts who sat in the audience cheered them like mad, cheered the speaker who lauded their courage in submitting to unknown danger, death perhaps, and fairly yelled their approval when he emphasized the virtue of self-sacrifice. Convicts, mind you, many of whom had killed, beaten, robbed other men in anything but a spirit of self-sacrifice! They even applauded the keepers and overseers who kept watch on the fever charts and also the steel locks of their cells.

"It shows you how difficult it is to fit complex human beings into categories, except for eminently practical purposes, such as keeping the peace or marching to war. And it also shows you in a flash of revelation how very deep lies the human instinct for self-sacrifice."

Women Medical Students

THE board of overseers of one of the country's largest universities will this month consider whether or not the university is to admit women to its medical school. That this move remains yet to be made, seems an anachronism in a day when women are being called upon to serve in almost every once masculine dominated occupation not entirely dependent upon brawn. But the university has not been alone in its slowness to break down barriers which have made a medical career so difficult a path for women to follow.

According to a report in *The New York Times,* a recent survey of fifteen medical schools, where women have been admitted under small quotas for some time, shows that nine schools are experiencing only a slight increase of women students over previous years, and six are experiencing no increase at all. None of the schools is making any effort to recruit women to fill the vacancies in enrollment left by the scarcity of male students today. Yet ever since the army canceled its medical training program, medical educators have been warning that the country will suffer from a serious shortage of physicians in the future because so few young people are now studying to be doctors.

The warning is founded on a real danger, which might result in dire consequences to the nation's health. And it is perhaps doubtful whether sufficient women recruits could be found to swell medical student bodies to normal proportions. But it seems illogical to weep over empty classrooms, while leaning against the gates to keep out those who want to come in.

And So On

AFTER a short period of preliminary studies the army has authorized the Institute of Applied Music to conduct an experiment in the Walter Reed General Hospital, Washington, D. C., in developing the potentialities of music as an adjunct of medicine. The institute, which is composed of professional musicians, was recently organized under the leadership of Frances Paperte, former member of the Chicago Opera Company, to determine the effect of music in certain types of mental and nervous disorders. Its members are working closely with army psychiatrists. • • In Los Angeles the first gift—$50,000—toward a proposed interracial hospital was recently received. Plans for the hospital, which will provide opportunities for internship and nurse training without regard to color or creed, call for the expenditure of $1,000,000. • • The formal establishment of the Postwar Information Exchange, Inc., and the decision to make its clearing house facilities available to the public through a monthly publication, the *Postwar Information Bulletin,* were announced recently by the organization's chairman, Evans Clark, executive director of the Twentieth Century Fund. The exchange is made up of staff members of more than forty research and educational agencies dealing with national and international postwar problems. Its offices are at the Woodrow Wilson Memorial Library, 8 West 40 Street, New York 18.

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The Social Front

Jobs and Workers

MANY women workers will solve their postwar employment problems by "fading out" of the labor market, according to a recent report by the Office of War Information covering employes affected by group layoffs caused by cut-backs. The report noted that the number of women employed in manufacturing has decreased slowly but steadily since January. The July total of 18,590,000 women employed — an all-time high—was attributed to an increase of women in agriculture. The report cited a number of specific instances. Thus, of 5,525 employes let out when the Eau Claire Ordnance Plant shut down for reconversion to tire-making, 3,475 were women. Of the 2,000 workers who found new jobs, 1,750 were men, representing 85 percent of the men laid off; 250 were women, only 7 percent of the female layoffs. When 7,642 workers were laid off by cut-backs in the Minneapolis-St. Paul area, some 1,500 women left the labor market. Comparable examples were cited from Los Angeles and Des Moines. Among the chief reasons given for failure of women to seek new jobs when one war job ends, is reported to be the strain and difficulty of combining wage earning with homemaking duties.

Child Labor—The special drive against unlawful child labor, started in April by investigators of the New York State Labor Department, has removed 9,000 girls and boys from illegal employment, according to a statement by Edward Corsi, industrial commissioner, on August 25. Child labor violations reported this year have increased 100 percent over last year, partly because more children are employed, partly because more investigators have been assigned. Reported violations for the state now average over 2,000 a month. The total number of young people under eighteen years of age now employed in New York State is estimated at 500,000. Over-all statistics show that more violations occur up-state than in New York City, more in mercantile establishments than in industry. In July, of 2,249 young people found illegally employed, 188 were under the legal minimum age of fourteen years. Other violations included employment of young people at night, for over-long hours, without working papers, at substandard wages, at hazardous occupations. Mr. Corsi stated that the drive to protect youth from illegal employment would continue even after Labor Day, when the majority of the young workers were expected to return to school.

Maternity Policy—The War Department recently put into effect an official pregnancy policy governing the employment of women in its more than 1,000 plants and establishments, where about 500,000 of the workers are women, more than 60 percent of them married. The policy provides that a pregnant employe will not be continued at work after the thirty-second week of her pregnancy, nor within six weeks after delivery; pregnant employes should report their condition to the medical department of the plant, "in order that they may receive proper supervision and be safeguarded at their work"; pregnant women are not to be assigned to heavy work, to work between midnight and 6 A.M., nor to work overtime; "provisions for maternity care and leave should not unnecessarily jeopardize the employe's position, nor her seniority privileges." Medical phases of the program were formulated by the Surgeon General's office, in line with standards recommended by the Children's Bureau, the Public Health Service, and the American Medical Association. That they differ widely from prevailing industrial practice was shown by a study made a year ago by the Children's Bureau.

Another study, made by Caroline G. Olson, R. N., and reported by her in the *National Safety News* for February, covered the working conditions of women in more than 100 industrial plants in several states. Miss Olson found that the women workers were not encouraged to report pregnancy, that no study of the relationship between pregnancy and the worker's efficiency had been made by the industries, and that in the few plants having a pregnancy policy, the provisions were not based on sound medical principles.

ILO—As a result of a decision at the conference of the International Labor Organization in Philadelphia last summer (see "A Declaration of Interdependence," by Frieda S. Miller, *Survey Graphic*, July, page 326), joint international industrial committees for the main world industries are to be set up, probably covering transport, textiles, coal, iron and steel, and construction. It was left to the ILO Governing Body to decide the scope of the committees, and whether they should be composed of representatives of governments, as well as representatives of management and labor. The Governing Body is expected to meet in London this fall, following a meeting of the Joint Maritime Commission, which will bring together representatives of shipowners and of seamen. Resolutions adopted by the Philadelphia conference also called for the convening at early dates of Asiatic and Near and Middle Eastern ILO regional conferences.

Union Convention—More than 200 delegates from forty states, representing 55,000 professional and "white collar" workers, met in Philadelphia the first week in September, for the fifth convention of the United Office and Professional Workers, CIO. The theme of the convention program was "Every American secure in an America secure in the world." Reports of union activities in the two years since the fourth convention recorded $14,000,000 gained by UOPWA in salary increases through collective bargaining; and scientific job classifications "based on merit and professional training" in contract negotiations with several major companies. Membership figures showed 4,000 social service members, with locals functioning in 19 cities, and members in 50 additional cities. Through collective bargaining, the social service division reported, for the two-year period, gains of more than $2,000,000 in salary increases for social workers.

On-the-Job Feeding—Food service is available to 5,500,000 factory workers today, and installations now being made will make it available to 1,500,000 more, according to a survey of 2,056 representative plants made by the War Food Administration. Although these facilities were found to be widespread, the WFA pointed out that fewer than half the present provisions are adequate. Only 44 percent of the plants with food facilities are able to serve 60 percent or more of their workers. Provisions are reported better in large than in small plants, with the best records in shipyards and aircraft plants. The WFA reported that its industrial feeding specialists are equipped to assist companies in improving their present food service facilities and in extending them. In-plant feeding is reported to have cut labor turnover, reduced absenteeism due to illness and, in many instances, to have changed for the better the health habits of workers and their families. (See "Food for Workers,"

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by Ernestine Perry, *Survey Graphic,* September, page 382.)

The first in-plant nutrition course will graduate its first student this month, at the Eastman Kodak Company, Rochester, N. Y. Seven other young women from six states will finish the same ten months' training later in the fall. The purpose of the course is to provide Eastman and other plants with dietitians experienced in around-the-clock food planning, and in employe-health matters. A college degree in foods and nutrition, or in institutional management, is a prerequisite of the dietetic "internship." Each student spends eight months learning cafeteria management, including the purchase and preparation of food in large quantities, attractive counter arrangements and food-cost control; one month in special diet instruction; one month in vitamin study.

In Print—Following a two-year study made by a committee of sixteen churchmen, eight representing management and organized labor, the Department of Social Education and Action of the Presbyterian Church offers a report on "The Church and Industrial Relations." The committee chairman was Douglas Falconer of the United Seamen's Service, and the report was approved by the 156th general assembly of the Presbyterian Church. It includes an analysis of "outstanding issues," and a series of recommendations. Available without cost from any Presbyterian book store. . . . The National Council of American-Soviet Friendship publishes a second and revised edition of "Organized Labor in the Soviet Union," by Edwin S. Smith, former member of the National Labor Relations Board. Price 10 cents from the council, 232 Madison Avenue, New York 16, N. Y. . . . "Post-war Jobs for Women," published by the National Women's Trade Union League, offers in brief compass answers to three questions: What will happen to women workers after the war? Will they hold on to wartime gains? What can they do now to ensure postwar security? Price 15 cents from the league, 317 Machinists Building, Washington 1, D. C.

Education

SPEARHEADED by the Children's Bureau and the U. S. Office of Education, the national "Go-to-School" drive has enlisted the cooperation of a wide range of community agencies. The situation which the drive is seeking to correct is outlined in a letter addressed to educational workers throughout the country by the National Education Association. This statement points out that since 1940-41, when high school enrollment reached its all-time peak of 7,244,000, it has shrunk by more than 1,000,000, and is back to the 1934 level. The letter states, "Inroads into the high-school-age population for building the wartime labor force have been greater than for any other age group." In October 1943, the U. S. Office of Education warns, half of the school-age youth who had held jobs in the summer were still at work, though schools doors had opened. The number of young people fourteen to seventeen years of age at work the past summer was greater than in 1943, according to Children's Bureau estimates.

In many communities, the campaign is being carried on through a local Go-to-School committee, made up of representatives of various social, church, educational, and other agencies, which brings before parents, students, and employers the importance of continuing education for American youth. The Children's Bureau has prepared a handbook for the use of these committees, and for other community agencies which are striving to keep teen-agers in school, or in well planned school-and-work programs. Price, 5 cents from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

Radio Education—The field of educational broadcasting, particularly the use of radio in the classroom will be reviewed at the school broadcast conference to be held in Chicago, October 23-24, under the chairmanship of Lyman Bryson, educational director of the Columbia Broadcasting System. Topics scheduled for the general sessions include the philosophy of radio education, in-school producing groups, the future of educational radio and television.

The fourteenth yearbook of the Institute for Education by Radio, published by Ohio State University, has sections on wartime broadcasting, children's programs, broadcasting for special groups, research in educational broadcasting.

Learning by Living—A new program, which combines teacher training with community betterment, will be undertaken jointly this year by Hampton Institute and the General Education Board. Under this experimental plan, teachers-in-training will live in the communities of selected schools near Hampton, and as citizens and neighbors take part in the life of the community and contribute to its development. They will be concerned with major problems confronting the Negro, such as health and sanitation, discovering vocational aptitudes and opportunities, improving the social conditions of the region. The new program will include a four-year curriculum for undergraduate students, and a one-year postgraduate curriculum. It will be directed by L. F. Palmer, formerly principal of the Huntington High School in Newport News, Va. For the past year, Mr. Palmer has been assistant director of extension at Hampton.

For Veterans—Ten basic objectives and twelve specific courses for "general education" for members of the armed forces are covered in a report which a special committee of the American Council on Education recently completed at the request of the United States Armed Forces Institute. The suggested instructional materials, designed primarily for the period following hostilities, are being prepared by the institute for use in correspondence study and group instruction. Dean T. R. McConnell of the University of Minnesota was the committee chairman. The courses have been developed for men and women at the senior high school or junior college level. The report contains outlines of the proposed courses, including personal and community health; oral and written communication; marriage and family adjustment; problems of American life; America in international affairs; American life and ideals in literature; philosophy and religion. The report, "A Design for General Education for the Armed Forces" may be ordered from the council, 744 Jackson Place, Washington 6, D. C. Price $1.25.

A Yale Program for Returning Servicemen will be directed by Ralph H. Gabriel, Larned Professor of American History, who has been on leave teaching in the School of Military Government at Charlottesville, Va. Yale will offer a dual program: a one-year intensive course to prepare those who have never been to college, or who have attended college for less than a year, for junior or senior standing; an intensive course of four terms preparing those who have had at least one full year of college for entrance into professional or graduate schools or for direct entrance into the business world. Credits from other institutions and from army and navy programs will be "fairly assessed and applied to the degree requirements."

Teachers College, Columbia University, is arranging a concentrated refresher program for "young men and women returning to the field of education after military and wartime services." The aim of the program will be "to prepare former teachers and administrators to resume their positions as quickly as possible."

Under the leadership of a local businessman, Miles Hollister, the city of Altoona, Pa., appealed to the Pennsylvania State College to help it prepare to cope constructively with the difficult task of

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assisting returned servicemen in readjusting themselves to civilian life. As a result, a community committee has now had an intensive seven weeks course in interviewing, making case studies, obtaining and using information for vocational counseling and guidance, understanding and using local agencies and resources. To plan and give the course, Altoona had the services of the dean of the school of education, a professor of psychology, an assistant professor of education and psychology, and the director of the college's placement service.

The Problems of Prejudice—Latest in the series of teaching manuals and resource units put out by the Bureau of Intercultural Education (119 West 57 Street, New York 19, N. Y.), is "Probing Our Prejudices," by Hortense Powdermaker, with suggested school activities by Helen Frances Storen. The little book, published in both paper and cloth binding by Harper, is intended for high school classroom use, but it is equally suitable for adult or workers' education classes, clubs, or personal reading. In brief, simple, but scientific chapters, the discussion shows the origins of our common prejudices; what prejudice does to the victim, the subject, and to society; and "what we can do about it." It should be widely useful.

Among the States

ELEVEN regional conferences are being held throughout New York State under the auspices of the Special Legislative Committee on Social Welfare and Relief. This committee was authorized at the last legislative session to devise ways of integrating the numerous state welfare services.

Officials of counties, cities, and towns, public welfare officers, and representatives of private social agencies make up the group invited to the regional conferences. Two conferences already have been held, one at Buffalo and one at Rochester. Others scheduled are: Syracuse, Sept. 27; Watertown, Sept. 28; Elmira, Nov. 9; Binghamton, Nov. 10; Albany, Nov. 29; Plattsburgh, Nov. 30; Newburgh, Dec. 5; New York City, Dec. 6 and 7.

The special legislative committee is a subcommittee of the Joint Committee on Interstate Cooperation.

For Children—More than $1,000,000 were provided for new and expanded services for children in this year's session of the Michigan legislature, according to a recent report from the Public Administration Clearing House. The money went to: the Michigan Children's Institute, a state agency for the care of dependent and neglected children, to care for 250 additional children; the boys' vocational school, to launch a foster home program; the girls' vocational school for a similar program; the state social welfare commission, to cover increased costs of county agents of the juvenile courts; the State Hospital Commission to establish three new child guidance clinics; the Department of Public Instruction to finance, on a matching basis, the new visiting teacher program; the Department of Corrections to operate a former National Youth Administration camp as an institution for wayward boys.

Numerous other provisions for Michigan's children occur in the 1944 legislation. They eliminate the labeling of children as dependent, neglected, and delinquent; authorize the juvenile court to handle cases unofficially; give the court limited jurisdiction over parents; provide for appeal to the circuit court from juvenile court decision; provide for the commitment of offenders under twenty-one to the Michigan Corrections Commission on indeterminate sentences, for treatment and vocational training.

Integration—Rhode Island's new public assistance act, which became effective on July 1, provides for an integrated program "in which both state and local public assistance personnel operate functionally as a single integrated staff, and provide service with respect to the entire public assistance program." Local directors retain the right to make final decisions in regard to grants for general assistance, while the final say in regard to the categories remains with the state.

The law specifies no limits on any type of grant, providing only that the amount shall be determined "with due regard to his (the recipient's) requirements and the conditions existing in his situation . . . and shall be sufficient . . . to provide him with a reasonable subsistence compatible with health and well-being." Standards of assistance are to be set by the state, and cities and towns are to be reimbursed for not less than 70 percent of the monies expended on general assistance. In no place does the law mention residence or settlement requirements.

Louisiana Laws—Through a proposal of the last legislature, an amendment to the state constitution will be brought before Louisiana voters next November which, if it passes, will validate the "Others Assistance" program of the State Department of Public Welfare. The program provides assistance to "needy individuals" who are physically or mentally incapacitated and do not come under one of the assistance categories of the Social Security Act.

This year's legislature also set up a probation system in the state. A new act gives the court the power to impose a suspended sentence, placing the offender on probation under the Department of Public Welfare.

Other new Louisiana laws set up special classes for handicapped children, provide for visiting teachers to enforce compulsory school attendance, establish procedures for voluntary or court commitment to state mental hospitals and institutions for defectives.

Mississippi—Eleven bills affecting public welfare passed this year's session of the Mississippi legislature. Among them were: a bill providing for the mailing of all assistance checks; a bill raising the maximum aid-to-dependent-children allowances to $15 per month for the first child, $10 for the second child, and $5 for each additional child.

Other legislation creates a pardon and parole system, with county welfare agents and sheriffs serving as county parole officers; provides for cooperation between the county welfare agents and the state service commissioner in serving veterans and their dependents; excludes orphanages conducted by religious denominations or fraternal organizations from Department of Public Welfare supervision.

The Public's Health

A TUBERCULOSIS control division has just been set up in the bureau of state services of the U. S. Public Health Service, in accordance with an act of Congress approved by the President in July.

With $10,000,000 made available under the act for the fight against tuberculosis in 1945, the USPHS can expand control activities which have been in operation on a small scale—$250,000 a year—since 1942. These operations have involved the sending out of eight mobile units for the mass X-raying of war workers, and have resulted in the examination of 750,000 persons and the discovery of 13 TB cases in every 1000.

The act also makes possible the expansion of the service's research in respect to the disease, provides for the training of personnel to carry on preventive work in states and local communities, and empowers the surgeon-general to assist state anti-tuberculosis work through grants and other methods.

Nurses Blueprint—Early last month, the National Nursing Planning Committee began work on a "blueprint for nursing service after the war," so that professional and non-professional nurses in the post-war period might be able to provide the amounts and kinds of nursing service needed. The committee was recently es-

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tablished by the American Nurses Association, the National League for Nursing Education, and the National Organization for Public Health Nursing, on authorization of the joint biennial convention held by these organizations last June.

The 1,800 nurses who attended the convention also recommended: the extension of social security protection and health insurance to all nurses; a further consideration of personnel practices within the profession; provision of ANA membership for Negro nurses in the fourteen state associations that do not now accept them.

British Doctors—A substantial majority of physicians in Great Britain believe that all their countrymen, without exception, should have the right to free medical services, including hospital facilities, according to a recent survey in the form of a postal card questionnaire taken by the British Medical Association in cooperation with the British Institute of Public Opinion. As reported on in *The London Times,* the survey achieved replies from approximately half the medical profession in the United Kingdom, including three fourths of all consultants and more than half of all general practitioners. Two doctors in every three of those responding accepted the principle of health centers, the majority of them favoring the government's plan for a type which will combine all forms of first line preventive and curative work.

Other aspects of the government's plan for a broad National Health Service (see *Survey Midmonthly,* April 1944, page 135) met with less approval, a majority of the doctors maintaining that as a whole it will restrict freedom of choice between patient and doctor and make private practice impossible, and half of them holding that the quality of medical service will suffer. The *Times* interprets these apparently "contradictory results" as a general acceptance of the government's aim, coupled with dissatisfaction with its administrative plans.

Against VD—The first meeting of the National Venereal Disease Committee, held in mid-summer in Washington, focused on the need for community and nation-wide cooperation in venereal disease control and ways of maintaining wartime gains during the postwar period. The committee, which was recently appointed by Federal Security Administrator Paul V. McNutt "to plan new programs in the fight against venereal diseases and their spread," is composed of fifteen persons, representing public and private organizations, among them the army, the navy, the U. S. Public Health Service, the social protection section of the Federal Security Agency, the American Social Hygiene Association, the National Association of Negro Graduate Nurses, the Negro Publishers' Association, the Fraternal Council of Negro Churches, the Federal Council of Churches of Christ in America, and others.

Over a quarter million selective service registrants infected with syphilis have been reclaimed for the army through treatment, according to USPHS estimates. Among the first 15,000,000 registrants given blood tests, 720,000 were found to have the disease. A sample study indicates that 93 percent of those infected have been traced by state and local health departments, that 38 percent have been made available for active war duty training, that further treatment is needed by 16 percent, and that 16 percent will probably never be available for service because of the late stage of their infection, or because of other physical defects.

During the year ending March 31, 1944, the Venereal Disease Education Institute of Raleigh, N. C., conducted field demonstrations of educational methods in four communities in North Carolina. In addition, the institute prepared and published thirty-four different pieces of educational material, samples of which have been distributed by the USPHS, and supplies of which have been widely purchased by state and local health departments and social hygiene associations. Institute materials go to every military installation in the United States.

A mimeographed report from the Junior Chamber of Commerce of Canada, in Montreal, calls attention to the activities of its national health committee, in cooperating with the Health League of Canada on a national anti-venereal disease campaign, the first of its kind in Canada. The campaign, which was conducted during the fall and winter of 1943-44 in fifty major Canadian centers, will be repeated during the fall and winter of 1944-45.

Ward Contracts — Prepayment hospitalization on a ward basis is now being offered through the Associated Hospital Service of New York by 127 of the 250 hospitals in its membership. Enrollment in this special ward plan, for persons unable to pay the three cents a day for a regular contract, will be through payroll groups only, at a monthly rate of 56 cents for an individual, or $1.32 per family.

Towards Fitness—A national campaign for physical fitness was launched late last month under the sponsorship of a joint committee of the American Medical Association and the National Council of Physical Fitness. First emphasis is to be put on a program to improve the health of school children, but efforts will also be made toward the extension of health and fitness measures in industry and labor unions. Methods will be devised whereby the results of examinations for job placement can be placed in the hands of the prospective employe's private physician.

In its school program, the committee plans to work through state governments, public and parochial school officials, and public welfare institutions.

In Print—Under the title "The Voluntary Hospital Today and Tomorrow," the United Hospital Fund of New York,

Last month the New York City Department of Welfare suffered its second grievous loss in two years, with the death of its commissioner, Leo Arnstein, who had been on leave because of illness since last January. Mr. Arnstein, who for two years was first deputy commissioner, became commissioner in February 1943, to succeed the late William Hodson. A retired businessman, he had long been active in civic and philanthropic movements in New York City. He was president of Mount Sinai Hospital, a trustee of the Henry Street Settlement and of the Federation for the Support of Jewish Philanthropic Societies, a member of the Greater New York Fund's committee on administration and distribution and of the planning committee of the New York Hospital Council.

Waldemar Kops, acting president of Mount Sinai Hospital, expressed what many New Yorkers knew to be true, when he said of his former associate: "Leo Arnstein was one of the finest public servants of our city for the past two generations. . . . His sound judgment as a practical

LEO ARNSTEIN

man, his training as a social worker, and above all, his innate sensitivity to human needs, combined to make him a great leader."

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370 Lexington Avenue, has published a full report of its second wartime symposium, in which it cooperated with the Greater New York Hospital Association and the New York Academy of Medicine last spring. Subjects of discussion include, among others: the hospital and rehabilitation; social services in military hospitals; the present status of nursing; hospitals in the next decade; the hospital's responsibility in the distribution of medical service.

The annual report of the Union Health Center of the International Ladies Garment Workers' Union, 275 Seventh Avenue, New York, outlines the services provided by this large scale venture in group medicine, giving and analyzing attendance statistics for 1943. The report also presents a brief history of the center, which was the first health service ever established in this country by a union for its members.

The Macmillan Company in New York has published the "white paper" on health issued by the Department of Health for Scotland of the British Ministry of Health. (Price 75 cents.) The paper presents in detail the British government's broad plan for a comprehensive national health program (see page 265). Administrative variations of the plan as applied to Scotland are confined to a single chapter.

Professional

SOCIAL work is among the several professions and occupations from which the Women's Army Corps is now recruiting persons to serve as "female medical technicians in military installations." Social workers who join the WAC will, after undergoing basic training, be assigned to army hospital and clinic units to serve as military psychiatric social workers. They will have enlisted ratings and will not be eligible to officer status as social workers.

In regard to this new opportunity for women social workers, the Wartime Committee on Personnel of the American Association of Social Workers has prepared a statement which says in part:

"There is a good chance, of course, that any WAC psychiatric social worker might find herself completely on her own in defining and developing her job. In many instances she will find that there is no provision for professional supervision, for in-service indoctrination, in-service training, evaluation and all that usually goes with 'on the job' development of an individual's skills.

"However, if she is sure of her own skills and able to work non-competitively and productively in relation to military psychiatry and psychology, she will find increasing pioneer opportunities to serve patients with skills not offered by psychiatry and psychology. . . . Civilian social workers joining the WAC will have an opportunity to play an important role in the expanding program of service to patients. The quality and quantity of civilian social workers who enlist in the WAC, may determine the extent to which additional opportunities for professional social work will be provided within the military setting."

WAC social work assignments will not displace or bring competition to American Red Cross psychiatric social workers, according to the committee.

Social workers interested in joining the WAC should communicate with their nearest army recruiting office or with the Adjutant General's Office, WAC Planning Branch, 4327 Munitions Building, Washington, D. C.

For Counselors—Three of Western Reserve University's colleges have combined their forces to offer a comprehensive program in vocational counseling, beginning October 3. The curriculum, which constitutes one year of graduate work, includes courses in psychology, social psychiatry, medical information, vocational adjustment problems, psychology of personnel management, occupational information, educational adjustment of individual differences, guidance in schools, measurement of aptitudes and intelligence, industrial management, and labor problems. Special emphasis will be placed on problems of discharged servicemen and of the handicapped.

A union counselor class in Philadelphia, sponsored jointly by the National CIO War Relief Committee and the War Production Board, recently turned out its first trained union counselors, after meeting once a week for six weeks. The program, which involved the participation of six union locals, was under the direction of the community relations committee of the CIO Industrial Union Council. Cooperating closely in furnishing speakers was the staff of the Philadelphia Council of Social Agencies.

Counseling—The why's and how's of a counseling service for war workers are outlined in a report, issued last month by the counseling committee of the Office of Community War Services, composed of fourteen representatives of federal agencies, national voluntary social work organizations, industrial concerns, and labor unions. The report, which is entitled, "A Guide for Establishment and Operation of In-Plant and Community Information and Counseling Services for Workers," defines the functions of counseling; advises on the organization of such a service within a plant, a union, or the community; presents criteria of qualifications for a counseling staff.

In addition to helping workers with personal problems, the in-plant counselor, according to the report, should act as an interpreter of "human relations" to stewards, foremen, and other management representatives. Among the qualifications listed as essentials for performing these tasks are: *knowledge* of the techniques of counseling, of the plant processes, policies, and procedures, of the community characteristics and resources; *skills* which enable the counselor to help the worker understand his problem and use available resources; certain *personal traits* such as emotional maturity, objectivity, and flexibility.

In the introduction to the report, Mark A. McCloskey, director of Community War Services, reveals that the only question on which the committee personnel did not reach agreement concerned the qualifications of in-plant counselors. What the points of disagreement were, are not indicated, but Mr. McCloskey recommends that "this phase of the service should be given continued study by all interested parties."

In-Service Training—More than twenty courses will be offered to employes of the state of Michigan through an in-service training institute to be opened formally by the state civil service commission this fall. The Lansing school system will be used for the more elementary studies, the Michigan State College for specialized courses, and the University of Michigan for professional types of training. Included in the last are a child welfare program inaugurated last January by the State Department of Social Welfare in cooperation with the graduate school of the university, and a newly established curriculum for psychiatric social workers.

The division of child welfare of the Wisconsin State Department of Public Welfare has initiated a training program for child welfare workers, intended to relieve the shortage of workers in this field. The program begins with an orientation period in the state office and continues with field work experience, which may or may not be followed by a period of study in a school of social work. Those accepted for the program receive a salary of $125 a month, plus a cost of living bonus. Educational requirements for trainee classification are graduation from an accredited college or university, with major work in social sciences.

Opportunities—The California State Personnel Board has announced a civil service examination, open to men only, for supervisor of camps for the California

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Youth Authority. Requirements include graduation from college, with a major in one of the social sciences, plus four years of "successful full time administrative and supervisory experience with youths." Additional experience may be substituted for formal education on a year-for-year basis. The entrance salary is $325 per month. Applications must be in by September 29.

The division of child welfare of the Connecticut State Department of Public Welfare is looking for experienced social workers for its regular offices and for the federal-state program of child welfare services. Inquire of Grace M. Houghton, Division of Child Welfare, State Office Building, Hartford.

Adult Education—The Jefferson School of Social Science in New York is offering for the fall term a curriculum of 110 courses, many of which are geared to the problems of reconversion and the postwar world. The school first opened last February 14.

Among the courses offered are: "Aims and Methods of National Planning," to be conducted by Dr. Walter W. Rautenstrauch, head of the department of industrial engineering at Columbia University; "Housing and Community Planning," by Carol Aronovici, author of "Housing and the Housing Problem"; "Social Security Planning," by Dr. Ernest P. Boas, associate professor at the College of Physicians and Surgeons, Columbia University, Herman Seligson, director of the life insurance service bureau of the International Workers Order, and Albert Deutsch of *PM;* the "Economics of American Industry," by M. B. Sherman, industrial and chemical engineer.

The staff of the Child Study Association will offer a course through the school on "Childhood and the Family," with special emphasis on problems created by the war. Instructors will be Sidonie M. Gruenberg, Anna M. Wolf, and Aline B. Auerbach, all of the association's staff.

The fall term, which begins on September 25, will last for a period of three months. Inquire of Louis Lerman, executive secretary, 575 Sixth Avenue.

People and Things

A CLEARING house of information about "lost" relatives and friends overseas, and for persons overseas trying to locate people in this country, has been established by seven national agencies dealing with refugee problems. Known as the Central Location Index, Inc., with headquarters at 165 West 46 Street, New York 19, N. Y., the service will deal only with organizations, not with individuals. Persons who wish to apply for location service can do so through member agencies or their affiliated and cooperating organizations throughout the United States. The agencies will register the name and available information, and the Index will enlist extensive overseas facilities—those of the member agencies, the International Red Cross, public and semi-public bodies—in locating displaced people as rapidly as conditions permit. Inquiries from abroad will reach Central Location Index from lists received from a wide variety of sources. Personal messages, and other direct services, will be handled by appropriate agencies, not by the Index. The seven cooperating agencies are: the American Committee for Christian Refugees, American Friends Service Committee, the American Jewish Joint Distribution Committee, Hebrew Sheltering and Immigrant Aid Society, International Migration Service, National Council of Jewish Women, National Refugee Service. Moses A. Leavitt is president of the new agency; its executive director, Etta Deutsch.

New Jobs—On September 1, Marian Russell, former executive secretary of the American Association of Medical Social Workers, assumed her new duties as medical social consultant on the staff of Dr. Dean A. Clark, chief medical officer of the Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C. Miss Russell will aid in the formulation and development of the medical-social aspects of the vocational rehabilitation program, particularly as they relate to the physical restoration of the disabled. . . . Also effective September 1, was the appointment of Frank J. Hertel, for the past five years general secretary of the Minneapolis Family Welfare Association, as director of field services for the Family Welfare Association of America.

William Y. Bell, Jr., is the new southern field director for the National Urban League. For the past year, Mr. Bell has served as assistant director of the USO in the southeastern region. He took over his new job at the southern field headquarters of the league in Atlanta on June 1. . . . John McDowell, formerly headworker of the Soho Community House in Pittsburgh, has joined the staff of the National Federation of Settlements. During the months ahead he will spend much of his time in the field, visiting settlements and city federations of settlements. . . . The bureau of child hygiene in the New York City Department of Health announces the appointment of Lenore K. Waldstreicher as medical social worker in the Emergency Maternity and Infant Care Program. . . . Southwark House, Philadelphia, has a new headworker: Florence Kent Weld, formerly headworker of Emerson House, Chicago. Miss Weld takes the position left vacant by the resignation of Ethel Walsh. . . .

Foster Studio, Richmond, Va.

MAY O. HANKINS

First woman ever to head a major department of state government in Virginia is May O. Hankins, new state commissioner of public welfare. Miss Hankins brings to her position a wealth of social work experience from both the private and public fields. For the past four years she has been director of the children's bureau of the State Board of Public Welfare, having been appointed to that position after a year and a half as assistant director. Previously, she had served as assistant director of the public assistance division of the District of Columbia Board of Public Welfare, as district secretary of the Children's Home Society of Virginia, as field agent for the Virginia children's bureau, and in various capacities for the American Red Cross.

In her present post, Miss Hankins succeeds William H. Stauffer, who has joined the staff of the United Nations Relief and Rehabilitation Administration as director of country operations in the division of displaced persons.

Rachel Abbott, long associated with welfare work in St. Paul, Minn., has resigned her position with the Family Service there. Miss Abbott first came to the staff of the Service in 1920 as a volunteer.

R. Clyde White, professor of social service administration at the University of Chicago since 1936, is now professor of public welfare in the School of Applied Social Sciences at Western Reserve University in Cleveland. Before going to Chicago, Prof. White had gained national distinction as chairman of the governor's committee on social security in Indiana, and in 1935 as author of a notable 700-page report on municipal, state, and township finances, which he drew up during the two years he served as chaiman of the state committee on governmental economy in Indiana. . . . Ruth Scannell, case consultant with Family Service of St. Paul, has gone to the Family Welfare Association of Milwaukee as director of case

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work. . . . The new director of the Henry Street Visiting Nurse Service of New York is Marian G. Randall, who served as assistant director from 1938 to 1941. In addition to practical experience as a public health nurse in both official and private agencies, Miss Randall has written extensively for professional journals, and is the author of "Personnel Practice in Public Health Nursing in Official Agencies" (Macmillan, 1937). Elisabeth C. Phillips, who has been acting director of the Henry Street nursing service, will resume her former position as assistant director. . . . Harry M. Cassidy has resigned his position as dean of the new School of Social Welfare at the University of California, to return to his native Canada as professor of social welfare, and director of the School of Social Work at the University of Toronto. Since May, Prof. Cassidy has been on leave of absence from California to undertake a temporary assignment with UNRRA.

Bureau Changes— The Children's Bureau announces that Dr. A. L. Van Horn has been appointed director of the division of health services, succeeding Dr. Edwin F. Daily, on leave of absence to serve with the army. Dr. Betty Huse has taken Dr. Van Horn's place as assistant director for crippled children, work with which she has been associated since 1939. Dr. Daily and Dr. Van Horn both have been identified with services in the child health field under the Social Security Act, having been with the bureau since the beginning of its maternal and child health program in 1935. Dr. Daily will serve the army in reestablishing civilian medical and hospital facilities in some of the liberated countries.

With UNRRA—The United Nations Relief and Rehabilitation Administration has, since early last spring, been drawing to its staff numerous workers previously associated with various social agencies in this country. Among those in the Washington headquarters are:

Robert Blinn, formerly with Social Security Board, now senior division assistant, Bureau of Areas, UNRRA; Martha Branscombe, U. S. Children's Bureau—child welfare specialist, Welfare Division; Carnzu Clarke, Office of Community War Services—junior personnel officer, Personnel Division; John Corson, Social Security Board — deputy director, Finance and Administration; Frederick I. Daniels, Brooklyn Bureau of Charities —acting director, Welfare Division; Harry Greenstein, Associated Jewish Charities of Baltimore—deputy director, Welfare Division, presently in Cairo; Gordon Hamilton, New York School of Social Work—general welfare specialist, Welfare Division; Donald S. Howard, Russell Sage Foundation—chief, studies branch, Welfare Division; Fred K. Hoehler, formerly OFRRO representative in both North Africa and London—director, Division of Displaced Persons; Lowell Iberg, State Charities Aid, New York — senior welfare officer, Welfare Division; Hugh Jackson, Office of Civilian Defense — director of Regional Liaison; Hertha Kraus, Bryn Mawr College—faculty member, UNRRA training center; Maurine Mulliner, Social Security Board—assistant to deputy director general, Bureau of Finance and Administration; Antonio Sorieri, New York State Department of Social Welfare—assistant chief of missions, Division of Displaced Persons; William H. Stauffer, Virginia State Department of Public Welfare—chief of section on planning, Division of Displaced Persons.

In the London office, Edward Rhatigan, formerly with the Department of Welfare, New York City, is serving as deputy director general, Department of Areas Operation.

Also in the London office, serving as liaison with the military and as directors, country operations, Division of Displaced Persons, are: Charles Ernst, War Relocation Authority; Benjamin Glassberg, Federal Public Housing Authority; Lawrence Schreiber, Los Angeles County Department of Public Assistance; Stanley Somer, American Red Cross; David Trevithick, Utah State Department of Public Welfare; Pierce Williams, Illinois State Department of Public Welfare; Benjamin Youngdahl, Washington University, St. Louis, Mo.

Selected to serve with the Balkan Mission are: Alice Adanalian, formerly of the Welfare Council of New York City; Roland Artigues and Maude Barrett, Department of Public Welfare of Louisiana; Louise Blackham, Hillside Housing Corporation, Bronx, N. Y.; Albert Brownbridge, Family Welfare Association of America; Aleta Brownlee, U. S. Children's Bureau; Leila Bruce, U. S. Department of Agriculture; Margaret C. Diers, American Red Cross; John Dula, Department of Welfare, New York City; Paul Edwards, American Red Cross; Edna M. Giessler, Welfare Council of New York City; Selene Gifford, War Relocation Authority; John Hall, Community Chest, Allentown, Pa.; Allan W. Haughton, American Red Cross; Maurice O. Hunt, Council of Social Agencies, Evansville, Ind.; Archie W. Johnston and Manuel Kaufman, American Red Cross; Glen Leet, Rhode Island State Department of Social Welfare; Eunice Minton, Florida State Welfare Board; Helen Montgomery, National Travelers Aid Association; Rhoda O'Meara, Social Security Board; Ruth Pauley, Social Security Board; Deborah Pentz, U. S. Children's Bureau; Clarence Pierce, N. Y. State Department of Mental Hygiene; Vlad Ratay, Social Security Board; Charles S. Stokes, American Red Cross; Anne Wilkins, Texas State Department of Welfare; Marion Wilson, Federal Public Housing Authority; Harry B. White, California State Department of Social Welfare.

The European Mission Reserve includes: P. H. Byrns, formerly with the American Red Cross; Dorothy B. de la Pole, Office of Civilian Defense; Gerard Price, Montana State Department of Public Welfare; Henry Samson, U. S. Employment Services; Anna Sundwald, Utah Department of Public Welfare.

For Givers—Increasing use is being made of the Library of Philanthropic Information, established by the Central Hanover Bank and Trust Company in New York City in 1931. With the aim of "making philanthropy more effective," the library was designed to supply information and assistance to those planning a philanthropic gift during life or by will. With a collection of material given by a resident of Washington, D. C., as a nucleus, the service added books, reports, pamphlets, and catalogues, and built up files of thousands of clippings. Although it offers no specific recommendations or appraisals, its factual material is available without obligation to anyone interested.

Deaths

SIR PERCY ALDEN, chairman of the British Institute of Social Service, was killed by a robot bomb in July, at the age of seventy-nine. Sir Percy was chairman of the International Conference of Social Work in Paris in 1926. He was the author of several books on unemployment and housing, a lecturer in this country, New Zealand and Australia on social and labor problems, and bursar of the Sir Richard Stapley Educational Trust.

EARL B. HUNTING, general secretary of the St. Paul Young Men's Christian Association, and a leader in civic and social work in the Twin Cities, at the age of forty-eight. Mr. Hunting was recording secretary of the National Council of YMCA's, chairman of the recreation committee of the St. Paul Council of Social Agencies, and had been an officer of the boys' work secretaries' organization.

MRS. MARY RACHEL DIBERT TORRANCE in Pittsburgh. Active in many local and national philanthropic enterprises, Mrs. Torrance was the founder and sole supporter of the Manchester Educational Center. She gave her former residence on Western Avenue, Northside, as a home for blind women.

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Book Reviews

Children's Institutions

INSTITUTIONS SERVING CHILDREN, by Howard W. Hopkirk. Russell Sage Foundation. $2.

THIS is a book about children's institutions by a man who probably knows more about such institutions, their good and bad features, than any other single individual living in this country today.

Mr. Hopkirk, now executive director of the Child Welfare League of America, has had twenty years of experience in the institutional field. This has included service as a cottage father, director of recreation, and as superintendent of an institution for neglected and dependent children. For over ten years he served as a member of the staff of the Child Welfare League of America as consultant to children's institutions. In this capacity he participated in surveys of over 140 institutions, and was called upon for advice by many others.

In this book, which was written as a research study for the Russell Sage Foundation, he is able to incorporate much of the rich knowledge he has acquired. The book covers a wide range of topics and provides a ready reference to the most progressive experience in the country. The major topical headings include the place of the institution in the community—its relationship to foster home services and other children's agencies; the staff—its size, composition, and qualifications; the organization, structure, and physical aspects of the institution; and, most important, the care of the child, with special emphasis on the significance of his relationship to other children and adults, and his education and training.

This book is essentially practical in its approach to the problems of institutional administration and child care, and little space is given to theoretical discussion of child behavior or child guidance. Thus the chapters on education stress the concrete and practical things the institutional staff can do to help the child, such as arranging for special help in the form of tutoring and maintaining close relationship to the school staff so that his educational and personality needs may be understood. Instead of stressing theoretically the values of learning through doing, the author offers specific suggestions as to how to conserve the educational possibilities of the daily living experience. While the book does not undertake to present a rounded-out philosophy of child guidance, nevertheless the attitudes to children expressed and implied in the author's suggestions reflect a high level of practical wisdom as well as a sensitive understanding of the experience of children living apart from their families.

Institutional care of children in this country might be greatly improved if this book were read and referred to widely enough by those responsible for management of children's institutions.

Executive Director HERSCHEL ALT
Jewish Board of Guardians, New York

Inside A Slum

STREET CORNER SOCIETY, by William Foote Whyte. University of Chicago Press. $3.

THROUGH the back door of politics and the rackets, this book takes the reader into the real inside of an American slum.

Cornerville, Italian-American slum of an "Eastern City," is the site of the study. Here the author lived for three and a half years, studying the life of the neighborhood in the role of a participant-observer, and accumulating a vast body of data through interviews, biographies, and personal observations. The material is exceptionally well organized and brilliantly analyzed. The observations hit straight and hard, as only the truth can.

The author presents a devastating indictment of the conventional settlement house. Norton House is probably typical, from its outside socially elite board of directors to its insulation of the inside life of the community. Settlement house workers will find the descriptions most disturbing, but they would do well to read and reflect.

The author also points out that racketeering and shady politics in Cornerville stem from the lack of conventional opportunities presented to the residents. He shows that what may be defined as rackets by the outside world are accepted without stigma among the people of Cornerville. "They draw a sharp line between respectable and non-respectable illegal activities. Gambling is respectable."

His materials and analyses on racketeering and politics in the slums, are outstanding treatises which should be of first-ranking interest to political scientists, social psychologists and all other social disciplines. His observations on the functions of the police with reference to the whole system of rackets are valid: "The primary function of the police department is not the law but the regulation of illegal activities."

According to the author's observations, the home plays a minor role in the activities of a Cornerville boy. It is simply a place where "he eats, sleeps or is sick." Unfortunately, the book does not also include detailed materials upon the function of the schools and churches in the community. Another weakness is the oversimplification in the charts of social relationships between people.

The author maintains that the slum community such as Cornerville, is not, as is assumed by most sociologists, a disorganized community. The reviewer agrees with him on this point, but would challenge the statement that "Cornerville's problem is not lack of organization but failure of its own social organization to mesh with the structure of the society around it." There is strong evidence to suggest that slum communities are geared to our general social organization to provide certain activities such as racketeering and vice which are in constant demand by conventional, "respectable" citizens of non-slum residential areas.

"Street Corner Society" should be read by students of community life, whether they be politicians, sociologists, newspapermen, or public administrators. It is an unusual book. SAUL D. ALINSKY
Executive Director
Industrial Areas Foundation, Chicago

Facts About the Aged

NEW GOALS FOR OLD AGE, edited by George Lawton. Columbia University Press. $2.75.

THERE are 9,500,000 people over sixty-five years of age now; there will be 22,000,000 people over sixty-five by 1980. Stated in others terms: almost 7 percent of the total population are "aged"—by this inaccurate definition—in 1944 and 14 percent of the total population will be "aged" in 1980.

The changes in our economy and our social order that these meaningful statistics portend have not yet been assayed. But the fourteen papers (originally given as lectures under the auspices of the Welfare Council of New York City) which make up this book, present an exploratory appraisal of facts, the understanding and acceptance of which will influence the usefulness and happiness of the lives of the aged themselves. Basically the book is premised on the belief that this increasing number of old people must not, as the editor states, "be relegated to lives of suspended animation." If they are not to be, then there are three basic facts about the aged that should be better known.

The first of these facts is that while aging is a part of the life process of every individual, all individuals do not age at a similar pace. The second of these facts is that all capacities and faculties of the individual do not age or deteriorate alike. And the third of these facts is that knowing better the physiological and psychological changes which accompany old age, we can devise ways and means of utilizing the capacities that aging men and women continue to possess.

The authors of this volume have embellished these facts with much material as to

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the physiology and psychology of old age and the constructive and therapeutic use of the time of aged people. The resulting volume is in no sense a definitive statement; it is rather a preliminary and modest but helpful contribution to the knowledge needed to cope with the coming avalanche of the aged. JOHN J. CORSON
Director, Bureau of Old Age and Survivors Insurance, Social Security Board

Choosing a Vocation

YOUR LIFE'S WORK, A GUIDE FOR YOUTH AND ADULTS, by Samuel Spiegler, M.A. Riverdale Press. $2.50.

WITH increased emphasis being placed on rehabilitation and vocational guidance for veterans, as well as for all young people, this book comes as a welcome addition to the literature on the subject. The author has had years of experience in dealing with vocational problems as research director of the Jewish Occupational Council and in editorial work on the Occupational Index. In this book, he discusses the problem primarily from the needs of Jewish youth —from the point of view of anti-Semitic discrimination — but so comprehensive a picture is given of trades and professions that the book ought to be valuable to all men and women faced with the need of selecting a vocation.

Mr. Spiegler writes simply and interestingly with unusual clarity. He keeps in mind always the purpose of his book, which is to present a broad understanding of industries and professions, avoiding the pitfall of including an overabundance of small details. The first five chapters deal with the kinds of work available and the need for careful selection, and offer young men and women suggestions of how to make "self-analyses" of their interests and capacities. Each of the remaining chapters is devoted to a specific occupation, skilled, unskilled, and professional.

The author analyzes each occupation carefully, including a frank discussion of the evidence of anti-Semitic discrimination and its effects on the opportunities of Jewish youth in gaining employment in the field. Also considered are questions dealing with the basic problems and requirements of the industry. Among the questions answered regarding each trade and profession are the following: How large is the field? What are the various kinds of jobs possible within the industry? What are the qualifications—personal, educational, physical? How are the working conditions—hours, earnings, unionization? What are employment opportunities and the possibilities for advancement?

"Your Life's Work" presents an excellent over-all picture of vocational possibilities. Parents and group leaders, in addition to vocational counselors and social workers, will find it helpful in introducing to young people the many occupations open to them. However, the book frankly omits taking into consideration the effect of military training and its development of skills on vocational trends and also the greater opportunities opening in the mechanical and aeronautical fields. Because of these omissions and the purposeful omission of detailed information on where to obtain necessary training, the book is limited. Its best use is as an introductory volume in helping to narrow down the fields of selection. LAURA H. BRUNTON
Case Supervisor, American Red Cross, Camp Campbell, Ky.

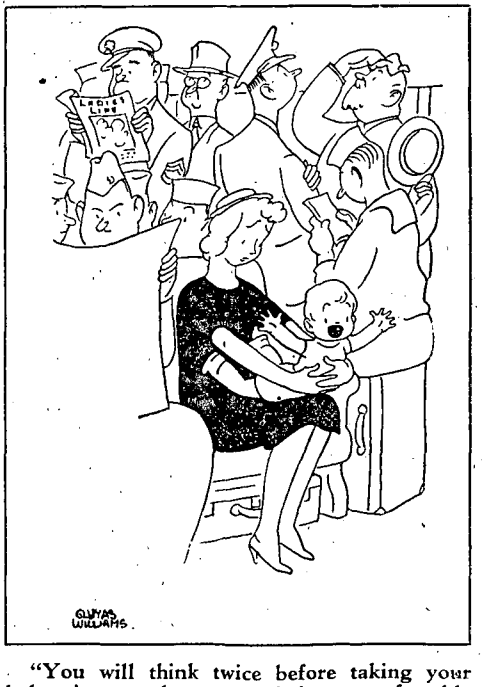
Abnormal Behavior

PERSONALITY AND THE BEHAVIOR DISORDERS, edited by J. McV. Hunt. Ronald Press. 2 volume set $10.

THIS comprehensive "handbook based on experimental and clinical research" is highly recommended by the reviewer to social workers and all others interested in personality and behavior. It is comprehensive in its consideration of structure, development, analysis, and determinants of personality and behavior. "Outstanding patterns of behavior disorder" are discussed in seven chapters, including behavior disorders in childhood, delinquent personalities, functional psychoses, seizure states, and others. There are two chapters on therapy and prevention.

It is really impossible to "review" a work such as this. The thirty-five chapters arranged in eight parts, are each by a different author; two chapters have two or more authors. To assay such a collection, therefore, it is necessary to find out whether the general and detailed plan of presentation is comprehensively adequate and the authors of recognized standing in their respective fields. The answer to these questions is emphatically in the affirmative. The book is the most important of its type to appear recently, and the authors all can write authoritatively. While there is some inevitable overlapping and divergence of viewpoint, these characteristics only add strength.

All points of view—ontogenetic, psychoanalytic, organic, and others—are included. The chapters on experimental neurosis and electroencephalography may be as important to social workers as the chapters on psychoneuroses, psychopathic personality and functional psychoses, including paranoia. This is decidedly a most valuable reference work.
Editor LAWSON G. LOWREY
American Journal of Orthopsychiatry



"You will think twice before taking your baby into such a crowded, uncomfortable place as a train," says the new U. S. Children's Bureau pamphlet "If Your Baby Must Travel in Wartime." With its points emphasized by the delightfully human line drawings of Gluyas Williams, the pamphlet warns mothers of the inconveniences of present day traveling and offers numerous suggestions for coping with them. Single copies 5 cents from the bureau; bulk orders less from the Superintendent of Documents, Washington, D. C.

What Babies Need

THE RIGHTS OF INFANTS—Early Psychological Needs and Their Satisfactions, by Margaret A. Ribble, M.D. Columbia University Press. $1.75.

THIS little book is based on the important thesis "that human personality is a continuous development, and healthy emotions as well as a free creative intelligence are rooted in early infant experiences." This concept is certainly not new, but it cannot be stated too often. There is still far too much of the old attitude of viewing the child's development from the rigid, "habit-training" point of view, stressing only his physical needs and meeting them according to Watson and Holt. We need more good books that give to parents, social workers, and even physicians a clearer understanding of the important months of infancy in terms of the essential psychological and emotional aspects of a child's early growth.

This book attempts to answer this need in a rather special way. It pleads for the "right" of a child to be "mothered," to be fondled and caressed, not only because of the general feeling of love and security he gains thereby, but because the mothering is said to bring about specific changes in his physiological functioning. The author's theory that this kind of care relieves an infant's "oxygen hunger," and increases his ability to establish his sucking and respiratory functions, is interesting, but many of the facts on which she bases this theory are still controversial. Furthermore, she does not elaborate her clinical evidence nor does she indicate the research findings which justify her general conclusions. Her thesis, therefore, is weakened to an unfortunate extent.

The book fails to accomplish its purpose in another important respect. The

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School of Social Service Administration

ACADEMIC YEAR 1944-45

Autumn Quarter begins September 26

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SUMMER QUARTER, 1945

(Dates to be announced later)

THE SOCIAL SERVICE REVIEW

Edited by EDITH ABBOTT

A Professional Quarterly for Social Workers

American Ploughshares

a special number of

Survey Midmonthly-August 1944

At the opening of the United Campaigns for our National War Fund and Community and War Chests, Survey Associates has just issued a special number interpreting the work of the social agencies and of the war relief societies. The issue is directed to the attention of the men and women of the country, who will give so generously to the support of these agencies during the next few months.

American Ploughshares shows how our community agencies have expanded to meet wartime needs and how the special skills developed in this field have been put to work for the people of our allies. It outlines, too, the ways in which our social services—a distinctive American invention for dealing with human problems—will be needed to meet postwar claims upon the United States by people at home and abroad.

This number should be read by those in your community who can help, by their understanding and participation, to reinforce the work of our social agencies. Will you see that your board members, volunteers, public spirited citizens receive copies?

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author feels that parents have been confused by recent teaching, and need to be encouraged to express their natural feelings toward their children. But she may be adding to their confusion and strain. Babies, she says, need the stimulation of mothering as an essential factor in their growth; without it, they suffer severely, and may waste away. But "too much mothering" may cause "serious complications"—either a tendency to convulsions or a state of shock. It is difficult for a mother to be free and spontaneous with her young child in the face of these frightening alternatives.

Nevertheless, the book contains helpful material. The author's deep understanding of children as they develop, and her profound conviction of the importance of their emotional needs, are real and moving. The case stories are dramatic and well-chosen and will be helpful to many who are working with children, especially in institutions. ALINE B. AUERBACH
Child Study Association of America

Study of Public Relations

BUILDING A POPULAR MOVEMENT: A CASE STUDY OF THE PUBLIC RELATIONS OF THE BOY SCOUTS OF AMERICA, by Harold P. Levy. Russell Sage Foundation. $1.25.

INTRODUCING a book you will want to own and underscore, Mary Swain Routzahn writes: "The result of examining another agency's work is essentially a stimulating process leading the reader to take a fresh look at his own program."

The second in a series of case studies of public relations as other agencies handle them, this volume affords the agency executive an excellent opportunity to check on his own public relations practices and in the process to enjoy a skillful analysis of an integrated public relations program. Well written by an expert in the public relations field, it is a keen, objective analysis of the elements that build understanding and good will for an agency. It hits the mark for public relations practitioners, executives, board members, and others charged with these responsibilities.

What the book does is to present a complete picture of relationships between agency and public. It does not stop with a description of a public relations or publicity unit but develops the story of public relations in all agency operations, including administration and program. It applies principles and techniques to specific instances. The upshot is good practical information for any type of organization serving people—social work, business, or otherwise. Not only are publics identified but the reader is shown how each type is approached. Again, one sees how public opinions are both measured and molded. Valuable information is presented about the use of symbols, volunteer relationships, the preparation of literature for special audiences, and other essentials of public relations planning.

Chapter titles themselves indicate the scope of the book. Starting with: The Making of a Popular Movement, Symbols and Public Understanding, Relations with the Citizen, Relations with the Community, Dealing with Public Attitudes, Literature Related to the Program, The Publicity Program, it ends with the last but perhaps most important heading, Public Relations as a Responsibility.

Mr. Levy has recognized and highlighted many aspects of a public relations program developed over three decades in the Boy Scouts of America. He brings out instances of failure as well as success. As a well-rounded discussion of strong points and weaknesses, this book is a significant addition to the regrettably small library of public relations literature.

The fact that the Boy Scouts of America has enjoyed a large measure of success in its public relations should strike a responsive chord in the mind of every public relations counselor, for it serves to bring home a very important conclusion of the author. Mr. Levy holds that public relations should not be "lost in the long shadows" cast by administration and program. Good administration, good program practices, and good public relations should function continually side by side.
New York City MADELINE DANE ROSS

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WORKERS WANTED

CASE WORKER—in family service and child placement departments by Jewish Agency where staff members participate in community planning and extension of service to meet wartime needs. Good opportunities for advancement. Salary range $1760.00 to $2760.00, plus 17% additional while prolonged work week of 44 hours is in effect. 7957 Survey.

SPECIAL WORKER—in Jewish multiple service case work agency to carry selected case load and assume special responsibilities involving community organization and interpretation. Salary range $2400 to $3500, plus 17% additional while prolonged work week of 44 hours is in effect. 7986 Survey.

SUPERVISOR for recreational and vocational training program for the blind. Must possess a good educational background and imagination. Definite interest in serving the sightless. Good salary. Good Will Industries, Dayton, Ohio.

ASSISTANT DIRECTOR Children's Institution. Administrative experience and knowledge of children's program essential. 8023 Survey.

EXPERIENCED WOMAN for Matron of Children's Home. State experience, age and send references. 8024 Survey.

WANTED: YOUNG WOMAN for Director of Activities in Church Neighborhood House. Immediately. Experience desirable. Might consider recent graduate. Good salary. Write Gertrude Ray, Head Resident, Howell Neighborhood House, 1831 S. Racine Avenue, Chicago 8, Illinois.

PSYCHIATRIC WORKER for child guidance agency in the East within metropolitan area of New York. Opportunity for independent intensive work in collaboration with one of the best known child therapists in the country. Opportunity for some supervision. Good salary. 7999 Survey.

CASE WORKER (Female)—College graduate with training and experience. Age between 30 and 40. Philadelphia and vicinity. Address replies to R-29, P. O. Box 3552, Philadelphia 22, Pa.

STATISTICIAN (Female)—College graduate. Social Service Agency. Vicinity of Philadelphia. Address replies to E-28, P. O. Box 3495, Philadelphia 22, Pa.

NON-SECTARIAN SETTLEMENT HOUSE, New York City, experienced Girls' Worker, full time, afternoon and evening. Boys' Worker, part time, five evenings a week. 8027 Survey.

JEWISH CASE WORK AGENCY, Detroit, seeks supervisor for either family or child placement department. Qualifications: Master's Degree. 5 years' successful social work experience. Supervisory capacity. Salary range $2800-$3600. Congenial progressive conditions. 8028 Survey.

SOCIAL WORKER—Jewish Community Center seeks group worker to head Boys Department. Administrative experience required. Forty clubs. Give age, draft status, education and references. 8032 Survey

SUPERVISOR with professional training and some supervisory experience for large Jewish Family agency, offering new and challenging opportunities—to be in charge of district office. 7983 Survey.

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MEDICAL SOCIAL WORKER — New York Agency requires young woman—trained, experienced, good educational background. Clinic case work desirable. Good salary. 8035 Survey.

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EXPERIENCED GROUP WORKER (male) with Social Work School training in case and group work wishes job directing adult or boys' program in reputable agency. Employed at present. Salary range $2500 to $3000. 8025 Survey.

MIDDLE AGED MALE EXECUTIVE desires change from church agency to secular social agency. Ten years' experience covers both case and group work. Also community organization. Present employment relations entirely satisfactory, but have other reasons. Would consider institutional administration. 8000 Survey.

JEWISH MAN, married, well trained European social worker with experience in farmwork and general handyman desires employment as superintendent or assistant in juvenile or children's home. 8030 Survey.

LIBRARY WORKER (Reference), Male. Draft exempt. Experienced. Professional training. 8029 Survey

YOUNG WOMAN, Jewish, age 35. B.A. and M.S.S. degrees, 13½ years' experience in family, refugee and migration work, also some experience in center work, desires position with administrative responsibility. 8031 Survey.

TWO YEAR COLLEGE WOMAN as Assistant Teacher in Progressive Boarding School, room, board, tuition six year daughter, small salary. 8033 Survey.

BACK THE ATTACK
BUY WAR BONDS

Directory of Social Organizations (cont.)

Health

NATIONAL JEWISH HOSPITAL AT DENVER, 3800 East Colfax Ave., Denver, Colorado, Samuel Schaefer, Executive Secretary, Chas. J. Kaufman, M.D., Medical Director. Free, nonsectarian for needy tuberculous adults and children (kosher dietary). Maintains children's preventorium. Medical, educational, vocational, occupational, psychological, psychiatric and social services. Esther Cohen, director of Social Service and Vocational Therapy. Applications, New York area: 19 West 44th St., Philip Houtz, director; Philadelphia area: 1103 Widener Building, Harold Greenspun, director; Chicago area: 30 North La Salle St. Other applications through local Jewish Federation and Welfare Funds or direct to Hospital.

NATIONAL ORGANIZATION FOR PUBLIC HEALTH NURSING—1790 Broadway at 58th St., New York. Ruth Houlton, R.N., Gen. Dir. Advisory Service, statistics, monthly magazine, Public Nursing.

NATIONAL TUBERCULOSIS ASSOCIATION —1790 Broadway, at 58th St., New York, Dr. Kendall Emerson, managing director. Pamphlets of methods and program for the prevention of tuberculosis. Publications sold and distributed through state associations in every state. American Review of Tuberculosis, medical journal, $8.00 a year; and Monthly Bulletin, house organ, free.

PLANNED PARENTHOOD FEDERATION OF AMERICA, INC. (formerly Birth Control Federation of America)—A clearing house cooperating with social workers in referring mothers to medically directed birth control clinics in 42 states, including 20 centers in Greater New York. In areas lacking centers, qualified physicians are available. Phone or write: 501 Madison Avenue, New York City. WIckersham 2-8600. Honorary Chairman, Margaret Sanger. President, J. H. Upham, M.D.; National Director D. Kenneth Rose; Medical Director, Claude C. Pierce, M.D.

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Social Work Personnel

SOCIAL WORK VOCATIONAL BUREAU, 122 East 22nd Street, New York City. National placement and counseling service in case work fields. Membership organization for social workers and agencies. No placement fee. Louis C. Odencrantz, Director.

SOCIAL SECURITY

AMERICAN ASSOCIATION FOR SOCIAL SECURITY, 22 East 17th Street, New York 3, N. Y. (Algonquin 4-3198). Harvey Lebrun, Acting Executive Director. A non-profit, non-partisan organization of experts and laymen interested in the adoption, improvement and extension of sound social security measures for the people of America, especially in the field of health insurance, unemployment compensation, old age and survivors' insurance, public assistance, etc. Cooperates with consumer, labor, employer, civic welfare, farm and other groups; distributes educational material; helps in organizing conferences and public meetings. Aids in the formulation of programs and the preparation of literature. Promotes constructive legislation and improvements in legislation and administration. Issues Social Security, a magazine of newsand opinion for contributors, students, and leaders in this field —$3.00 per year; special rates on quantity orders for clubs, classes and other groups. Bibliography of available literature in this field, free on request.

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DIRECTORY OF SOCIAL ORGANIZATIONS

Child Welfare

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BOYS' ATHLETIC LEAGUE, INC., 70 Fifth Avenue, New York 11, N. Y. Coordinates the athletic work of 100 Boys' Clubs, Settlement Houses and Community Centers in Greater New York. Gustavus T. Kirby, Honorary President; Judge Raphael P. Koenig, President; Robert E. McCormick, Treasurer; Willard L. Kauth, Director. Sponsors the Benjamin Harrison Recreation Center, 657 Tenth Avenue, the Theodore Roosevelt Recreation Center, 698 Tenth Avenue, The Lincoln Recreation Center, 235 West 113 Street, The Tot Lot, 422 West 49th Street, Camp Sebago, Camp Wakonda and Camp Orenda in the Interstate Park.

BOYS CLUBS OF AMERICA, INC., 381 Fourth Avenue, N.Y.C.—David W. Armstrong, Exec. Dir. A national organization. Serves member Clubs in programs, activities, methods, financing. Organizes new Clubs. Boysclubs prepare boys for responsibilities of citizenship. Activities include recreation, physical and health training, vocational training and guidance, and character building under leadership. Work with boys from low income areas.

BOY SCOUTS OF AMERICA, 2 Park Ave., N.Y.C. Inc. in 1910 & chartered by Congress in 1916 to develop character in boys & train them in citizenship. Programs: Cubbing, boys 9-11; Scouting, 12 and older; Senior Scouting, 15 years and older, available locally through sponsorship by schools, churches, fraternal orders, civic groups, etc. Walter W. Head, Pres., Dr. Elbert K. Fretwell, Chief Scout Executive.

CHILD WELFARE LEAGUE OF AMERICA—130 E. 22nd Street, New York City. A league of children's agencies and institutions to secure improved standards and methods in their various fields of work. It also cooperates with other children's agencies, cities, states, churches, fraternal orders and other civic groups to work out worthwhile results in phase of child welfare in which they are interested.

THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN OF THE U. S. A., INC., Elyria, Ohio. E. W. Palmer, Kingsport, Tenn., President; E. Jay Howenstine, Executive Secretary. Promotes organization of national, state, provincial and local societies for crippled children. Aids in development of their programs. Assists in drafting and securing the passage of legislation in behalf of cripples. Maintains a Bureau of Information with loan library service. Conducts yearly an Easter Crippled Children Seal Campaign. Bulletins: "The Crippled Child" magazine, bimonthly, $1 a year.

THE SAVE THE CHILDREN FEDERATION, INC., 1 Madison Avenue, New York, founded in 1932 for relief, guidance, and welfare of underprivileged children in neglected areas in this and other countries on non-sectarian and non-racial principles. Organization is working in the United States through local County and Community Committees, and rural social welfare workers, and overseas through affiliations with well established welfare groups. Invites interest and cooperation. Literature on request.

Community Chests

COMMUNITY CHESTS AND COUNCILS, INC., 155 East 44th Street, New York. Information and consultation about cooperative planning and financing of social work through chests and councils of social agencies.

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ASSOCIATION FOR FAMILY LIVING, THE. Resource in child guidance, marriage and family relations. Speakers, counseling, library and materials in youth and parent education. 209 S. State St., Chicago.

THE AMERICAN INSTITUTE OF FAMILY RELATIONS (inc. 1930), directed by Paul Popenoe. Public education, personal service, research. Write for list of publications. 607 S. Hill St., Los Angeles, Calif.

Blind

AMERICAN FOUNDATION FOR THE BLIND, INC.—15 West 16th Street, New York. A national organization conducting research and field service. Library. Mechanical appliances for the blind. M. C. Migel, President; Robert B. Irwin, Executive Director.

Foundations

RUSSELL SAGE FOUNDATION—For the Improvement of Living Conditions—Shelby M. Harrison, General Director, 130 E. 22nd St., New York. Departments: Arts and Social Work, Charity Organizations, Consumer Credit Studies, Industrial Studies, Library, Social Work Interpretation, Social Work Year Book, Statistics, Surveys. The publications of the Russell Sage Foundation offer to the public in practical and inexpensive form some of the most important results of its work. Catalogue sent upon request.

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NATIONAL CONFERENCE OF SOCIAL WORK—Dr. Ellen C. Potter, President, Trenton, New Jersey; Howard R. Knight, Secretary, 82 N. High St., Columbus, Ohio. The Conference is an organization to discuss the principles of humanitarian effort and to increase the efficiency of social service agencies. Each year it holds an annual meeting, publishes in permanent form the Proceedings of the meeting and issues a quarterly Bulletin. Proceedings are sent free of charge to all members upon payment of a membership fee of $5.

National Red Cross

THE AMERICAN RED CROSS—Administered through National Headquarters in Washington, D. C., and five Area offices in San Francisco, St. Louis, Atlanta, New York City, and Alexandria, Va. There are 3756 local Chapters organized mostly on a county basis. Services of the Red Cross are: Disaster Relief and Civilian War Aid, First Aid, Water Safety and Accident Prevention, Junior Red Cross, Medical and Health Service, Nursing Service, Services to the Armed Forces, Volunteer Special Services, Blood Donor Service, Nutrition Service, and War Relief Production Service.

Public Administration

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION REVIEW, 1313 East 60th Street, Chicago 37, Illinois. A national organization to advance the science of public administration. Chapters in metropolitan areas. Members receive official quarterly journal, *Public Administration Review,* which presents authoritative articles on administrative techniques and management practices, and reviews of significant books and public documents. Membership $5.

Religious Organizations

HOME MISSIONS COUNCIL OF NORTH AMERICA—297 Fourth Ave., New York City. The inter-denominational home mission body of 23 denominations. Executive Secretaries, Edith E. Lowry, Mark A. Dawber; Migrant Supervisors: Western, Mrs. F. E. Shotwell, 3330 West Adams Blvd., Los Angeles, Calif.; Mid-Western, Miss Helen White, 203 North Wabash Ave., Chicago, Ill.

NATIONAL JEWISH WELFARE BOARD, 145 East 32 Street, New York 16, N. Y. Frank L. Weil, President; Max Wilner, Treasurer; Joseph Rosenzweig, Secretary; Louis Kraft, Executive Director. A national agency serving as parent body for Jewish Community Centers, YMHAs, etc., and providing welfare, religious and social activities for soldiers and sailors and other members of defense forces. A member of the United Service Organizations.

NATIONAL BOARD, YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS, 600 Lexington Ave., New York City. An international Christian woman movement devoted to service for women and girls and the attempt to help build a society in which the abundant life is possible for every individual.

NATIONAL COUNCIL OF JEWISH WOMEN, INC.—1819 Broadway, New York City 23. Mrs. Joseph M. Welt, President; Mrs. Karl J. Kaufmann, Chairman Ex. Com.; Miss Flora R. Rothenberg, Ex. Dir. Organization of Jewish women initiating and developing programs and activities in service for foreign born; international relations and peace; contemporary Jewish affairs; social legislation; and social welfare and war activities. Conducts bureau of international service. Serves as clearing bureau for local affiliated groups throughout the country.

NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATIONS—347 Madison Ave., New York City; 1187 local Associations federated for Christian leadership and citizenship training among young men and boys.

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Professional Education for Social Work

For positions of responsibility in social work, professional education is essential. The following schools constitute the membership of the American Association of Schools of Social Work. Schools offering a curriculum of one year are indicated by*. Schools not so marked offer two years or more. Correspondence with individual schools is recommended. For information regarding the Association address the Secretary, Miss Leona Massoth, 1313 East 60 Street, Chicago 37, Illinois.

ATLANTA UNIVERSITY SCHOOL OF SOCIAL WORK
247 Henry St., S.W., Atlanta, Ga.
Forrester B. Washington, *Director*

BOSTON COLLEGE SCHOOL OF SOCIAL WORK
126 Newbury Street, Boston 16, Mass.
Dorothy L. Book, *Dean*

BOSTON UNIVERSITY, SCHOOL OF SOCIAL WORK
84 Exeter St., Boston 16, Mass.
Richard K. Conant, *Dean*

BRYN MAWR COLLEGE, Bryn Mawr, Pa.
Carola Woerishoffer Graduate Dept. of Social Economy and Social Research
Mildred Fairchild, *Director*

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25 Niagara Square, Buffalo 2, New York
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UNIVERSITY OF CALIFORNIA, Berkeley, Calif.
Department of Social Welfare
Harry M. Cassidy, *Director*

CARNEGIE INSTITUTE OF TECHNOLOGY
Department of Social Work, Pittsburgh 13, Pa.
Mary Clarke Burnett, *Head of Department*

CATHOLIC UNIVERSITY OF AMERICA
School of Social Work, Washington 17, D. C.
Rev. Thomas E. Mitchell, *Dean*

UNIVERSITY OF CHICAGO, Chicago 37, Ill.
School of Social Service Administration
Helen Wright, *Dean*

UNIVERSITY OF DENVER, Denver 10, Colorado
School of Social Work
Florence W. Hutsinpillar, *Director*

FORDHAM UNIVERSITY SCHOOL OF SOCIAL SERVICE
134 East 39th Street, New York 16, N. Y.
Miss Anna E. King, *Dean*

*THE SCHOOL OF SOCIAL WORK OF THE UNIVERSITY OF HAWAII, Honolulu 10, Hawaii,
Ferris F. Laune, *Director*

*HOWARD UNIVERSITY, Washington 1, D. C.
Graduate Division of Social Work
Inabel Burns Lindsay, *Director*

INDIANA UNIVERSITY, Indianapolis 4, Indiana
Training Course for Social Work
Louis E. Evans, *in charge*

*LOUISIANA STATE UNIVERSITY, Baton Rouge 3, La.
School of Social Welfare
Earl E. Klein, *Director*

UNIVERSITY OF LOUISVILLE, Louisville 8, Ky.
THE RAYMOND A. KENT SCHOOL OF SOCIAL WORK
John J. Cronin, *Director*

LOYOLA UNIVERSITY SCHOOL OF SOCIAL WORK
28 North Franklin Street, Chicago 6, Ill.
Roman L. Haremski, *Acting Dean*

UNIVERSITY OF MICHIGAN, Curriculum in Social Work, 60 Farnsworth Ave., Detroit 2, Michigan
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UNIVERSITY OF MINNESOTA, Minneapolis 14, Minn.
School of Social Work
Gertrude Vaile, *Associate Director*

THE MONTREAL SCHOOL OF SOCIAL WORK
3600 University St., Montreal, Canada
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NATIONAL CATHOLIC SCHOOL OF SOCIAL SERVICE
2400 19th Street, N.W., Washington 9, D. C.
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